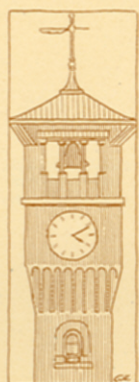




LAKE MENOMIN AND BIRCHES



# STOUT ANNUAL



1910



DUNN CO. NEWS CO.  
PRINTERS  
MENOMONIE, WIS.



# STOUT ANNUAL

1910

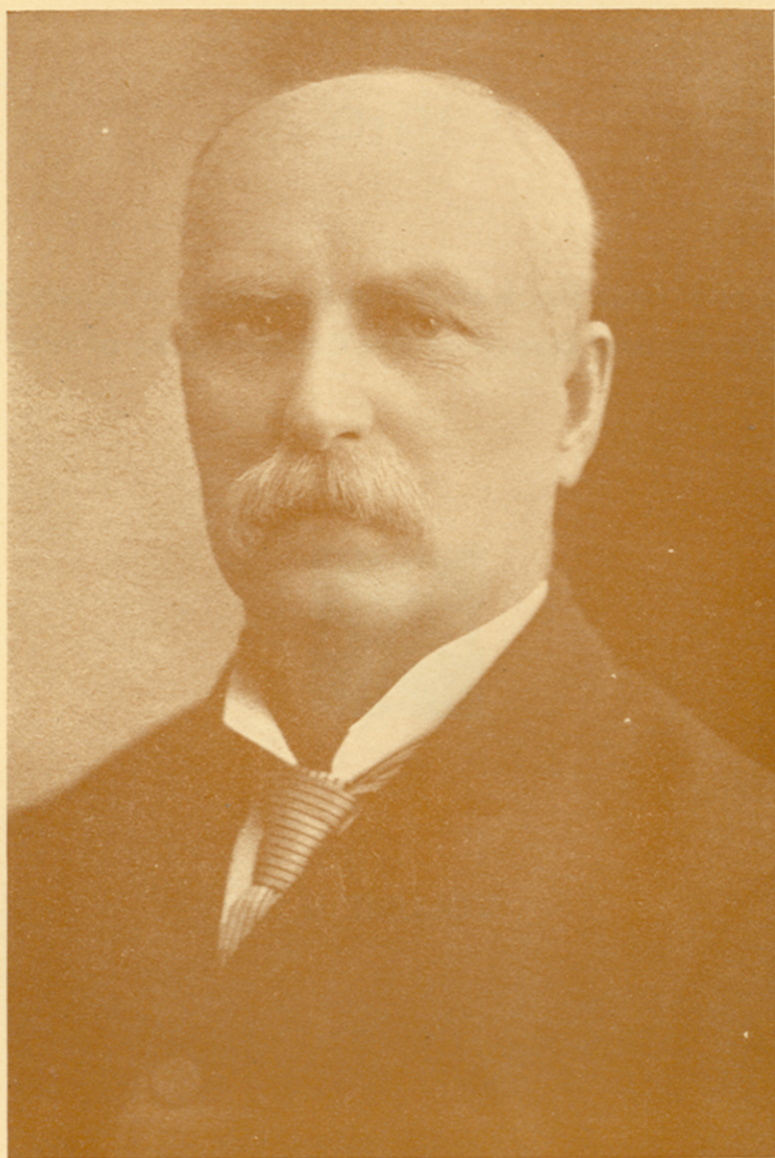
Being the Year Book of Stout Institute, published by  
the Annual Board of the Senior Class of 1910



VOLUME II

STOUT INSTITUTE  
MENOMONIE, WISCONSIN





PRES. L. D. HARVEY



## DEDICATION TO PRESIDENT HARVEY

To President Harvey, whom we know to be our friend because he said to us on his sixtieth birthday that he would never be too old to sympathize with his students.





HON. J. H. STOUT



BOARD OF TRUSTEES



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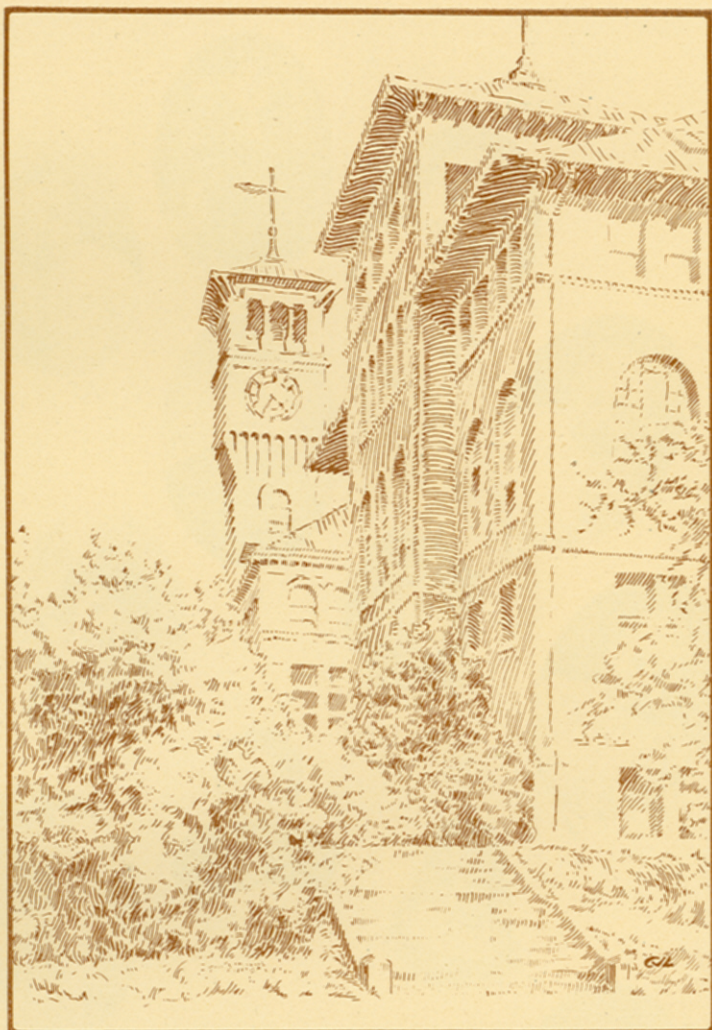




PARADISE VALLEY



GREETINGS



STOUT ANNUAL  
1910  
SENIORS



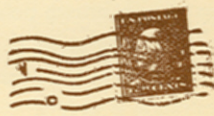




## EDITORIAL STAFF

|                            |   |   |   |                                                                       |
|----------------------------|---|---|---|-----------------------------------------------------------------------|
| Editor-in-Chief            | - | - | - | M. Wm. Heckmann                                                       |
| Assistant Editor           | - | - | - | Mary Reid                                                             |
| Literary                   | - | - | - | Albert M. Cornwell<br>Kathryn B. Mackie                               |
| Organizations              | - | - | - | Zita M. McGivern                                                      |
| Athletics                  | - | - | - | Henry Schaefer                                                        |
| Humorous                   | - | - | - | Hazel B. Barron<br>T. Grant Raitt                                     |
| Poetry                     | - | - | - | Florence O'Leary<br>Lillian Walker                                    |
| Alumni                     | - | - | - | Ray West                                                              |
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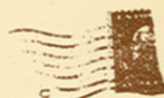


M. A. M. Cornell,  
Menomonie  
Wisconsin

Miss Verna Vesey  
Menomonie  
c/o Tainter Hall. Wis.



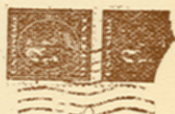
K. E. House  
Winneapolis  
Minnesota



Carl M. Stauffer  
Menomonie,  
Wis.

Miss Callie Balcom  
Menomonie  
Wisconsin

Miss Margaret Training School, Tainter Annex



Martin Hilgendorf.  
Menomonie.

Miss Daisy M. Zander  
Tainter Annex  
Menomonie Wis.



Miss Julia A. Bigelow  
918 Fifth St.  
Menomonie  
Wisc.

Arvey H. Vickers,  
Menomonie  
Wisconsin.



# FACULTY



George Fred. Buxton, Organization and Literature of Manual Training, Drawing and Design

Pratt Institute, 1899; Teachers College, Columbia University, 1904; University of Wisconsin, summer 1908. Teacher of manual training, Newark, New Jersey, 1899-1901; Portland, Maine, 1901-1903; Springfield, Massachusetts, 1904-1905; Ohio State University, summer 1909; director manual training department, Stout Training Schools, 1905-1908; Stout Institute, 1908.



Leo Ammann, Machine Shop Practice

St. Louis Manual Training School, 1893; Cornell University, mechanical engineering, 1897; Federal Polytechnikum, Zurich, Switzerland, post-graduate work, 1898. Teacher in St. Louis Manual Training School, 1901-1905; Stout Training Schools, 1905-1908; Stout Institute, 1908.



George M. Brace, Joinery, Wood Turning, Cabinet Making, Courses of Study

Beloit College, 1891; M. A., 1895. Teacher in high school, Bay City, Michigan, 1892-1895; teacher in high school, Chicago, Illinois, 1895-1900; director of Manual training, Janesville, Wisconsin, 1900-1903; Marquette, Michigan, 1903-1905; Duluth, Minnesota, 1905-1908; Stout Institute, 1908.





**Wm. T. Elzinga, Pattern Making, Foundry Practice, Forging**

Apprenticed instrument maker, Amsterdam, Holland, 1887-1891, student Mechanics Institute, New York City, 1902-1903; machinist and erector, metal pattern maker and tool maker with several prominent manufacturers, 1892-1903; instructor forge and foundry practice, Pennsylvania State College, 1903-1904; instructor forge and foundry practice, Colorado State College, 1904-1908; Stout Institute, 1908-



**Fred L. Curran, Elementary Woodwork, Primary Handwork, History of Manual Training**

State Normal School, Stevens Point, Wis., 1905; Stout Institute, 1908; Bradley Polytechnic Institute, summers 1908, 1909. Teacher in public schools, 1898-1903; principal state graded school, 1905-1907; Stout Institute, 1908-



**George W. Clark, Elementary and Advanced Mechanical Drawing**

University of Michigan, 1906. Assistant engineer of bridge work, 1906-1907; teacher of mechanical drawing and shopwork, Hackley Manual Training School, 1907-1908; Stout Institute, 1909-



**H. W. Jimerson, Plumbing and Gas Fitting**

Journeyman and Contractor, 1884-1904; director Minneapolis School of Plumbing, 1904-1908; director Plumbing Trade School, Stout Institute, 1908-





W. H. Hefelfinger, Bricklaying, Cement Work

Williamson School of Mechanical Trades, 1905. Journeyman and contractor, 1905-1908; director Bricklaying Trade School, Stout Institute, 1908-



O. C. Mauthe, Physical Training

Normal School of North American Gymnastic Union, Milwaukee, 1895; Harvard University summer school of physical training, 1897; Chautauqua, N. Y., summer school, 1899; Gilbert Normal School of aesthetics and social dancing, Boston, summer, 1904. Physical director, Turnverein Vorwaerts, Milwaukee, 1895-1896; West Minneapolis Turnverein, Minneapolis, 1896-1899; special instructor, Harvard University, summers, 1898, 1902, 1903; physical director, Dayton Turngemeinde, and Young Women's League, Dayton, O., 1899-1903; physical director, Shreveport Athletic Association, Shreveport, La., 1903-1909; supervisor of games, Dayton vacation schools, 1904; supervisor of playgrounds, Shreveport, La., 1905-1909; physical director, Stout Institute, 1909-



Grace Fisher, Organization of Domestic Science, Household Management, Dietetics

Utah Agricultural College, 1904; Teachers College, Columbia University, 1908. Instructor in history and English, preparatory department, Utah Agricultural College, 1904-1905; instructor in domestic science, Utah Agricultural College, 1905-1907; supervisor of domestic science, Throop Institute, 1908-1909; director of domestic economy department, Stout Institute, 1909-



Emma Conley, Food Study, Cooking

University of West Virginia, 1900. Teacher Fond du Lac, 1890-1892; principal, 1892-1898; teacher of domestic economy, Fond du Lac high school, 1900-1902; Marathon County School of Agriculture and Domestic Economy, 1902-1909; Stout Institute, 1909-





Wilhelmina H. Spohr, Advanced and Demonstration Cooking, Food Study, Physiology and Hygiene, Home Nursing

Kansas State College, 1897; Stout Institute, 1907. Teacher public schools, Manhattan, Kansas, 1897-1906; Calumet, Michigan, 1907-1908; Stout Institute, 1908-



Daisy A. Kugel, Physiology and Hygiene, Cooking, Home Nursing

University of Michigan, 1900; Teachers College, Columbia University, 1908. Teacher in public schools, 1902-1906; Stout Institute, 1909-



Zella I. Perkins, Chemistry, Biology

University of Idaho, 1903; University of Chicago, M. S. 1906. Assistant in pure food department, University of Idaho, 1903-1904; teacher of science in Colfax high school, Washington, 1904-1905; Stout Training Schools, 1906-1908; Stout Institute, 1908-



Jesse F. Cross, Inorganic Chemistry, Food Chemistry

Ohio University, 1906; Ohio State University, 1909. Instructor in chemistry, Stout Institute, 1909-





Lurene Seymour, Dressmaking, Textiles, Millinery, Art Needlework  
University of Michigan, 1895; New York University, 1905; Teachers College,  
Columbia University, 1907. Teacher, Lake Linden, Michigan, high school,  
1895-1898; Decatur, Illinois, high school, 1898-1906; Stout Training Schools,  
1907-1908; Stout Institute, 1908-



Adele M. Jones, Model Sewing, Art Needlework, Millinery, Dress-  
making

City Normal School, Dayton, Ohio, 1904; Teachers College, Columbia Uni-  
versity, 1908. Teacher Dayton public schools, 1904-1906; Stout Institute,  
1908-



Anna McMillan, Model Sewing, Plain Sewing, Primary Handwork  
Stevens Point Normal, 1899; Stout Training Schools, 1908. Grade teacher,  
1899-1905; teacher of domestic science, Stevens Point Normal School and  
Grand Rapids, Wis., public schools, 1908; Stout Institute, 1909-



Kate Murphy, Interior Decoration and Furnishing, Freehand Drawing  
St. Louis School of Fine Arts, 1889; New York School of Technical Design,  
1890; New York Studios, 1890-1892; student in European Art Schools,  
1908-1909. Director art department, Elmwood Normal School, Farmington,  
Mo., 1888-1889; teacher of drawing in public schools of Chicago, 1893-  
1894; director art department Menomonie public schools and Stout Training  
Schools, 1894-1907; Stout Institute, 1908-





Julia A. Bigelow, Physical Training

Normal School of the North American Gymnastic Union, 1906. Stout Training Schools, 1906-1908; Stout Institute, 1908-



Josephine W. Hobbs, Cooking, Model and Plain Sewing

Cook County, Ill., normal school, summers, 1894-1897; Boston School of Domestic Science, 1907. Teacher in public schools, Dubuque, 1898-1906; supervisor domestic science and matron, Moore Street Neighborhood House, Cambridge, Mass., 1907-1908; superintendent, Y. W. C. A. Training School for household service, Boston, 1908-1909; director, Homemakers School, Stout Institute, 1909-



Grace R. Darling, English, Home and Social Economics

University of Michigan, 1884; Teachers College, Columbia University, 1892; Wisconsin Library School, Madison, Wis., 1907. Teacher of history and literature, State normal school, Oshkosh, Wis., 1884-1891, teacher of history and literature, State normal school, Milwaukee, Wis., 1895-1903; Stout Institute, 1908-



Mrs. E. C. Gallup, Matron Bertha Tainter Hall

Matron, Poynette, Wis., 1908-1909; Stout Institute, 1909-





Francesca L. Otto, Registrar

University of Indiana, 1897; Vories' Business College, Indianapolis, Indiana, 1900. Teacher Latin and German, high school, Bluffton, Indiana, 1897-1900; commercial branches, high school, Marinette, Wisconsin, 1901-1903; Stout Training Schools, 1903-1908; Stout Institute, 1908-



Adalin M. Wright, Secretary

Secretarial Course, Rockford College, Rockford, Ill. Secretary Pueblo high school, 1904-1906; secretary Ferry Hall, Lake Forest, Ill., 1908; assistant preceptress, Preparatory Department, Rockford, Illinois, 1908-1909; Stout Institute, 1909-



Katherine A. Hahn, Librarian

Wisconsin Library School, 1909. Stout Institute, 1909-





## IN MEMORIAM

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Bertha Judson, October 16, 1909

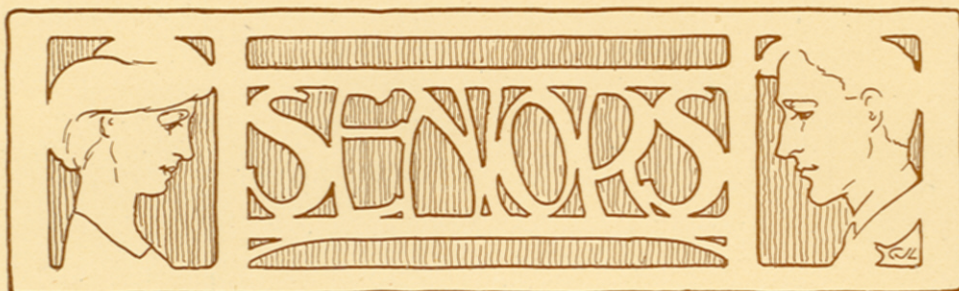
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Carlton Prichard, February 8, 1910

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Bess Purvis, March 22, 1910





### CLASS OFFICERS

|                 |   |   |                 |
|-----------------|---|---|-----------------|
| President,      | - | - | Frank Beckmann  |
| Vice-president, | - | - | Mary Reid       |
| Treasurer,      | - | - | Floyd Churchill |
| Secretary,      | - | - | Kathryn Mackie  |







Anderson, Gertrude

Manistee, Mich.

Domestic Science

What sweet delight a quiet life affords.



Baker, Lenna G.

Poynette, Wis.

Domestic Science

It has taken us less than a year to know that she  
has a greatly to be desired "sense of respon-  
sibility."



Barnes, Etta B.

Oshkosh, Wis.

Domestic Science

There was a young lady named Barnes,  
Who came to Stout to make darns,  
But "Bobby" stood nigh  
And with far-seeing eye,  
Watched her deftly wielding the yarns.



Abercrombie, Ray E.—"Abbie"

Omro, Wis.

Manual Training

Where there's a will, there's a way.





Barron, Hazel B.

Ipswich, S. Dak.

Domestic Science

The best part of beauty is that which no picture  
can express.



Beckfelt, Carrie J.

Grand Rapids, Minn.

Domestic Science

Her thots are often far away.



Biklen, Marie B.

Burlington, Iowa.

Domestic Science

Down the stairs you see her rushing just at eight,  
And you wonder can she help but get there late.  
As you see her flying by  
There's a twinkle in her eye,  
And you think, well now that's clever,  
For it's better late than never.



Beckmann, Frank H.

Flint, Mich.

Manual Training

I came, I saw, I won her.





Binzel, Louise

Milwaukee, Wis.

Domestic Science

Binzel's the name of Louise,  
That's why she's classed with the B's,  
But that's not the why for the ease  
With which she keeps first of more than the B's.



Bonell, Della E.

Menomonie, Wis.

Domestic Science

Afflicted with a strong sense of duty.  
Never known to flunk, crib, pony or bluff.



Bonell, Lucy E.

Menomonie, Wis.

Domestic Science

It really is a shame that Lucy's first name isn't  
Ann, for if such were the case it would be so  
nice if we could say some day, "Here comes our  
beloved Ann Heuser."



Church, Rupert

Oshkosh, Wis.

Manual Training

Co-education is the thief of time.





Boughton, Clara

Manitowoc, Wis.

Domestic Science

Good sense and good nature are never separated.



Brown, Vivian M.

Green Bay, Wis.

Domestic Science

Small but determined in her way,  
That she a woman will be some day.



Bryden, Edna B.

Duluth, Minn.

Domestic Science

There is no art or science too difficult for industry to attain.



Churchill, Floyd V.—“Bud”

Platteville, Wis.

Manual Training

The patron (saint) of the Annex.





Bullard, Majorie L.

St. Paul, Minn.

Domestic Science

There was a young girl from St. Paul,  
Who came too late to live in the Hall.  
She took up her abode  
Across the road,  
We could say more, but for space, this is all.



Butz, Ella B.

Wilmette, Ill.

Domestic Science

There was a young lady named Butz,  
Of course you'll expect me to rhyme that with  
"cuts;"  
But her wrath would be dire,  
If with that word I'd ally her,  
This conscientious lady named Butz.



Chase, Alice

Minneapolis, Minn.

Domestic Science

In spite of all the learned have said, I still my  
own opinion keep.



Cornwell, Albert M.

Detroit, Mich.

Manual Training

A bunch of virtues tied up in one package.





Claycomb, Marjory C.

Brodhead, Wis.

Domestic Science

The power of thot,---the magic of the mind.



Colwell, Mary

Jefferson, Wis.

Domestic Science

She is tall and growing taller.



Cornish, Maybell E.

Fort Atkinson, Wis.

Domestic Science

Kindness is the golden chain by which society is  
bound together.



Davis, Irl R.—"Shorty"

Janesville, Wis.

Manual Training

Music, man, more music,  
To soothe tempestuous nerves.





Culver, Floris S.—“Floss”

Eau Claire, Wis.

Domestic Science

Her charm is in her wit, her ever-ready, merry wit.



Dean, Ethel R.—“Beans”

Sheboygan, Wis.

Domestic Science

She says she isn't German, but she says “allretty” and she lives in Sheboygan.  $2 + 2 = 4$ .



Dyar, Ruth I.

Rochester, Minn.

Domestic Science

It is her chemistry paper that gives the class average its high and “direful” aspect.



Flagg, Charles A.

Edgerton, Wis.

Manual Training

Just “Old Glory.”





Dyar, Edna G.

Rochester, Minn.

Domestic Science

The other member of the "Shark" family.



Farnes, Lillian I.

Rice Lake, Wis.

Domestic Science

Your face is honest, frank and true;  
You carry happiness with you.



Gallaher, Charlotte T.

St. Joseph, Mo.

Domestic Science

Not lost, but gone before.



Grant, George F.

Saginaw, Mich.

Manual Training

A man's best friends are his ten fingers.





Gold, Isabel A.

St. James, Minn.

Domestic Science

She finds silence extremely congenial, and has heard that women of few words succeed best.



Groll, Elsa M.

Cincinnati, Ohio.

Domestic Science

All the world loves a looking-glass, and Elsa does see a pleasant reflection.



Hansen, Bertha

Cedar Falls, Iowa.

Domestic Science

Ability wins us the esteem of true friends.



Heckmann, M. Wm.—“Heck”

Kiel, Wis.

Manual Training

The extreme modesty of the Editor-in-Chief prevents any appropriate comment.





Hawley, Joy

-  
Domestic Science

Rockford, Ill.

She has been faithful over a few things,  
She shall be ruler over many.



Hodgkins, Grace O.

-  
Domestic Science

Marquette, Mich.

A laugh is worth a hundred groans in any  
market.



Hooker, Miriam

-  
Domestic Science

Fulton, Kansas.

Like a pond, still, but deep.



Heuser, Ernest E.

-  
Manual Training

Fort Scott, Kansas.

No, not Bon Ami, but Bon-ell.





Irwin, Ethel C.—“Lemon”

Quincy, Ill.

Domestic Science

To love “Lemon” was a liberal education.



Jennings, Elizabeth C.

Albert Lea, Minn.

Domestic Science

All things are easy to the willing mind,  
And fate to the determined worker, kind.



Jensen, Lora V.

Manawa, Wis.

Domestic Science

If you would have things come your way, go  
after them.



Hilgendorf, Martin W.—“Shorty”

Juneau, Wis.

Manual Training

If you want to know his nationality just ask him  
to say “already.”





Jordan, Ruth L.

Wabash, Ind.

Domestic Science

I love to jingle, jabber and chat;  
My pastime you can judge from that.



Jourdan, Ruby M.

Evansville, Ind.

Domestic Science

There was a young woman who lived in Tainter Hall,  
She had so much to do she couldn't do it all;  
So she talked and talked and then she talked  
some more---  
So much we thot she'd done as much as four.



Keating, Harriet M.

Stockton, Cal.

Domestic Science

How doth the busy little bee  
Improve each shining hour?



Huntmer, Edverd J.

Wayne, Neb.

Manual Training

Our agricultural champion.





Kempter, Cora A.

La Crosse, Wis.

Domestic Science

Celebrated in Menomonie for importing men  
from Madison.



Lantz, Helen C.

Marinette, Wis.

Domestic Science

There was a young lady named Helen,  
Her faults I'm about to be tellin',  
Her friendships bade her  
Scorn all but Rader;  
This *exclusive* young lady named Helen.



Leedom, Mabel H.

Dayton, Ohio.

Domestic Science

A heart to resolve, a head to contrive, a hand  
to execute.



Johnson, J. Nevin

Menomonie, Wis.

Manual Training

Our speechorator, orationator and debatorator.





MacDonald, Mabel L.—Mac II -

Laurium, Mich.

Domestic Science

We cannot think of anything nice enough to  
say about Mabel, so we leave it to your imagi-  
nation.



Mackie, Kathryn B. -

Pickett, Wis.

Domestic Science

Her sweetness and her worth to prize,  
You have but to look in Kathryn's eyes.



Madden, Anna M. -

Aitkin, Minn.

Domestic Science

With soul all dauntless to endure,  
And mood so calm that naught can stir it.



Knowles, Leigh F.—“Dad” -

Fremont, Mich.

Manual Training

Little, but, oh my!





Marken, Caroline S.

Valders, Wis.

Domestic Science

One of the several Manitowoc has sent us.



Mason, Marion I.

Iron Mountain, Mich.

Domestic Science

Happy am I, from care I am free,  
Why aren't they all contented like me.



McBain, Mabel J. "Mac I"

Eau Claire, Wis.

Domestic Science

"Our little singing bird."



Lindem, Chris J.

Marinette, Wis.

Manual Training

The brush is mightier than the sword.





McCoy, Grace

New Richmond, Wis.

Homemaker

Oh-h-h G-r-r-r-a-n-d! ! ! !



McGivern, Zita N.

Fond du Lac, Wis.

Domestic Science

There's no index of character so sure as the voice.



Minder, Marie C.

Plato, Minn.

Domestic Science

What I think I utter, and spend my malice in  
my breath.



Lockwood, Wesley R.

Mason City, Iowa.

Manual Training

Where he fixed his heart, he set his hand,  
To do the thing he willed, and bore it thru.





Newhouse, Geneva C.

Spring Grove, Minn.

Domestic Science

Blessed be they who say nothing, for they shall  
never be quoted.



Norton, Grace W.

Spring Green, Wis.

Domestic Science

She's a scholar, and a right good one,  
A sweet, attractive kind of grace.



O'Leary, Florence, E.

Mason City, Iowa.

Domestic Science

Florence O'Leary with heaps of sand,  
Started one day for Cumberland.  
Her work was strong, her theory good;  
Everything came out just as it should.  
Stout Institute was forced to rate her,  
The one reliable French demonstrator.



Nichols, Vernon G.

Pasadena, Cal.

Manual Training

As sunny as the land of his birth.





Orr, Margaret—"Peg"

Michigan City, Ind.

Homemaker

Honest good humor is the oil and wine of a merry meeting, and there is no jovial companionship equal to that where the jokes are small and laughter abundant.



Parker, Ruth E.

Beaver Dam, Wis.

Domestic Science

A winning way, a pleasant smile,  
Dressed quite neat and right in style.



Potter, H. Marcia

Aitkin, Minn.

Domestic Science

She is a better sport than her dignity allows you to believe.



Peart, Ervin A.

Pittsville, Wis.

Manual Training

The "Guardian Angel" of the Homemakers.





Rader, Ethel K.

Boise, Idaho.

Domestic Science

Blessed be the name of the easy goer, for she  
rests in peace while the daughters of conscience  
toil on.



Raisler, Viola C.

Shawano, Wis.

Domestic Science

I chatter, chatter as I go,  
When to stop I never know.



Rawlings, Elsa

Eau Claire, Wis.

Domestic Science

There was a girl from Eau Claire,  
Blue was her eye and gold was her hair,  
No one could hinder  
Her friendship with Minder,  
May it ever continue to wear.



Raitt, T. Grant

Durand, Wis.

Manual Training

His fund of good humor,  
Was ne'er known to fail,  
He can tell a good story,  
Or make a good sale.





Reid, Mary

Beaver Falls, Pa.

-  
Domestic Science

A genius,—one who was never caught studying,  
but was never known to flunk.



Ring, Lillian E.

Grand Rapids, Minn.

-  
Domestic Science

How doth the little shark delight,  
To sit and study all the night,  
And to exhibit all the day,  
The wisdom that she gains that way.



Russel, M. Agnes

Wausaukee, Wis.

-  
Domestic Science

Who by the right living has instilled in those  
who know her a deeper desire to love the  
truth, to know the truth, and to live the truth.



Schaefer, Henry J.

Menomonie, Wis.

-  
Manual Training

Athletics or Manual Training—a success.





Schaefer, Sophia M.

Appleton, Wis.

Domestic Science

Her modest looks a cottage might adorn,  
Sweet as the primrose peeps beneath the thorn.



Schuler, Josephine—"Schlitz"

Milwaukee, Wis.

Domestic Science

The "Cream City" is her home,  
Where most of the cream is nothing but foam.



Sexton, Rose D.

Ely, Minn.

Domestic Science

Her eyes beget occasion for her wits,  
For every object the one doth catch,  
The other turns to an earth-moving jest.



Shove, Loren

Waukau, Wis.

Manual Training

Virtue is its own reward.





Spensley, Nelle V.

Mineral Point, Wis.

-  
Domestic Science

Chemistry, my girl, chemistry,  
Make it your life work.



Stanley, Alice W.

Minneapolis, Minn

-  
Domestic Science

She may be English from her name, but her wit  
would do credit to any Irishman.



Smith, Elma M.

Minneapolis, Minn.

-  
Domestic Science

Not Smythe, but just plain Smith.



Siepert, Albert

Chippewa Fall, Wis.

-  
Manual Training

Well, he would if he could, but he can't; why  
—because he's married now.





Swan, Edith S.

Mahtomidi, Minn.

Domestic Science

I never trouble trouble,  
Till trouble troubles me.



Taylor, Leone E.

Manawa, Wis.

Domestic Science

"Hurry up, Leone". But she is a good sort,  
and tho—like punk she burns slowly, she gets  
there just the same.



Thompson, Elma O.

Appleton, Minn.

Domestic Science

I laugh—not boisterously—but still—I laugh.



Solar, Frank I.—"Bones"

South Kaukauna, Wis.

Manual Training

The man with ideas.





Tonigan, Elizabeth

-  
Domestic Science

Quiet, reserved, studious is she,  
Sure to succeed, wherever she may be.

Waukegan, Ill.



Wackler, E. Giralda

-  
Domestic Science

It's not what we say but what we do.

Milwaukee, Wis.



Wackler, Katherine

-  
Domestic Science

I have no secret of success but "hard work".

Milwaukee, Wis.



Stauffacher, Earl M.—"Mike"

-  
Manual Training

He says little but thinks a whole lot.

Ackley, Iowa.





Walker, M. Irene

Two Harbors, Minn.

Domestic Science

She's all my fancy painted her, she's lovely—  
she's divine.



Walker, Lillian

Milwaukee, Wis.

Homemaker

The reason firm, and temperate will,  
Endurance, foresight, strength and skill,  
A perfect woman, nobly planned  
To warn, to comfort and command.



Whitmore, M. Gertrude

Wabasha, Wis.

Domestic Science

Here's to Gertrude Whitmore,  
For, honor to those who bring honor to us.



Vanderhoof, Charles S.

Ogden, Utah.

Manual Training

"And when a lady's in the case,  
You know all other things give place."





Wieman, Hester

Watertown, Wis.

Domestic Science

Figured prominently in the Lake-room "Four" who caused the entire re-arrangement of the Annex.



Williams, Nettie C.

Lake Benton, Minn.

Domestic Science

Her characteristic response to, "Miss Williams continue the lesson"—is the snatching of the glasses from the bridge of her nose, and the folding of her arms in a true Napoleon fashion.



Wilson, Jessie J.

Burlington, Wis.

Domestic Science

"The Golden Girl."



Vangilder, W. Earl—"Rip"

Omro, Wis.

Manual Training

You have missed your calling. You should have been a blacksmith or a dancing-master.





Wilson, Olive A.

Burlington, Wis.

Domestic Science

'Tis only good children the Angels call fair.



Winternheimer, Charlotte

Evansville, Ind.

Domestic Science

As ye sew, so shall ye rip.



Wolfe, Helen S.

Beloit, Wis.

Domestic Science

I will not budge an inch.



Vickers, Harvey H.

Edgerton, Wis.

Manual Training

"I'd rather two-step than waltz, Bill."





Yoder, Elizabeth

Wadsworth, Ohio.

Domestic Science

Which does she like - the butcher, the baker,  
the candle-stick maker?



Ziegler, Irma H.

Cincinnati, Ohio.

Domestic Science

The girl who turned from the royal road to  
learning long enough to have the common  
mumps.



Zum Brunnen, Daisy M.

Monroe, Wis.

Domestic Science

Days of absence, I am weary,  
Him I love is far away.



Wheeler, Otis O.

Antigo, Wis.

Manual Training

He rises over the hills of knowledge as his own  
wild locks rise above his manly brow.





# JUNIORS

## CLASS OFFICERS

|                 |   |   |   |                    |
|-----------------|---|---|---|--------------------|
| President,      | - | - | - | Paul Graven        |
| Vice-president, | - | - | - | Leighla G. Furness |
| Secretary,      | - | - | - | Mathilda Montieth  |
| Treasurer,      | - | - | - | Carlton Prichard   |



TAINTER HALL AND ANNEX FROM ACROSS THE LAKE





DOMESTIC SCIENCE JUNIORS



## DOMESTIC SCIENCE JUNIORS

|                      |                      |                         |                      |
|----------------------|----------------------|-------------------------|----------------------|
| Amundson, Lillie G.  | Rice Lake, Wis.      | Hickcox, Lea M.         | Spring Green, Wis.   |
| Amundson, Milla      | Detroit, Minn.       | Hinckley, June H.       | Rockford, Ill.       |
| Anderson, Anna G.    | Elroy, Wis.          | Hobbs, Helen V.         | Eau Claire, Wis.     |
| Arthur, Marcella     | Marinette, "         | Hotchkiss, Genevieve D. | Fox Lake, "          |
| Austin, Florence C.  | St. Paul, Minn.      | Hughes, Mary O.         | Escanaba, Mich.      |
| Axtell, Edith C.     | Pepin, Wis.          | Irwin, Ethel            | Quincy, Ill.         |
| Balcom, Callie       | Eau Claire, "        | Jack, Ethel G.          | Waucoma, Iowa        |
| Balsom, Marion C.    | Hudson, "            | Jacobson, Clara         | Burlington, Wis.     |
| Banta, Ressa         | Manchester, Iowa.    | Janda, Marcella P.      | Mankato, Minn.       |
| Barclay, Gladys      | Menominee, Mich.     | Johnson, Mabel M.       | McKinley, "          |
| Boughman, Ruth       | Oaklane, Pa.         | Joner, Lilah G.         | Rice Lake, Wis.      |
| Berg, Myrtle         | Taylor, Wis.         | Josephson, Julia E.     | Ironwood, Mich.      |
| Bergemann, Laura V.  | Winona, Minn.        | von Kass, Rebecca J.    | Sheboygan, Wis.      |
| Biere, Clara         | Knapp, Wis.          | Kaestner, Jennie A.     | Plymouth, "          |
| Billings, Myrtle     | Menomonie, Wis.      | Kaiser, Jessie          | St. Paul, Minn.      |
| Blake, Mildred       | Mellen, Wis.         | Kermott, Helen K.       | Hudson, Wis.         |
| Breakey, Clara E.    | Alma Center, "       | Kernan, Emily J.        | Two Harbors, Minn.   |
| Cant, Helen E.       | Duluth, Minn.        | Kies, Harriet L.        | Green Bay, Wis.      |
| Carey, Erminie, G.   | Wilmot, Wis.         | Kiester, Edna           | Monroe, "            |
| Corliss, Sadie       | Abbottsford, "       | Kinyon, Viola           | Owatonna, Minn.      |
| Cramton, Etta M.     | Flint, Mich.         | Kirby, Margaret D.      | Bloomington, Ind.    |
| Currie, Louise H.    | Park River, N. D.    | Kronschnabel, Alma O.   | Fertile, Minn.       |
| Dayton, Lucy R.      | Rhineland, Wis.      | Langemo, Ingebor        | Stoughton, Wis.      |
| Delaney, Florence    | Webster, S. Dak.     | Libby, Ruth             | New Richmond, "      |
| Doney, Grace         | Chippewa Falls, Wis. | Lloyd, Irene F.         | Neillsville, "       |
| Downer, Flora M.     | Hancock, Mich.       | MacArthur, Eda          | Lake Mills, "        |
| Eddy, Joyce          | Sauk Center, Minn.   | Madson, Vivian          | Manitowoc, "         |
| Eger, Dorothy        | Ishpeming, Mich.     | Maxwell, Nora B.        | Michigan City, Ind.  |
| Ethier, Clara        | Ramsay, "            | McCown, Nellie          | Spencer, Iowa        |
| Evans, Vaughn        | Tracy, Minn.         | McCoy, Rhoda            | Aberdeen, S. Dak.    |
| Fitzgerald, Margaret | Fond du Lac, Wis.    | McCullough, Grace       | Manitowoc, Wis.      |
| Fleming, Alice M.    | Glendive, Mont.      | McNitt, Caroline M.     | Logansport, Ind.     |
| Foharty, Margaret    | Green Bay, Wis.      | Mercer, Marjorie        | Spring Green, Wis.   |
| Fox, Alta C.         | Devils Lake, N. Dak. | Merrill, Avis           | Waukesha, "          |
| Fratt, Elizabeth     | Racine, Wis.         | Meyers, Marion          | Green Bay, "         |
| Frink, Lila M.       | South Shore, S. Dak. | Middleditch, Frances I. | Winona, Minn.        |
| Furness, Leighla G.  | Michigan City, Ind.  | Miller, Claire E.       | Negaunee, Mich.      |
| Fylpaa, Eleanore     | Star Prairie, Wis.   | Moen, Sarah             | Menomonie, Wis.      |
| Garritty, Mildred    | St. Paul, Minn.      | Monteith, Mathilda E.   | Fennimore, "         |
| Gerritt, Ina H.      | Waukesha, Wis.       | Morgan, Ada B.          | Antigo, "            |
| Glendon, Harriet F.  | Oak Park, Ill.       | Munro, Margaret H.      | Minneapolis, Minn.   |
| Gottschalk, Lilly E. | Chicago, "           | Newcomb, Alta           | Pepin, Wis.          |
| Graham, Florence J.  | Spring Green, Wis.   | Nicklas, Mabel F.       | Worthington, Minn.   |
| Griesen, Mercy       | Sturgeon Bay, "      | Obenhoff, Ellen         | Houghton, Mich.      |
| Grover, Clarion B.   | Kenosha, "           | Olson, Ethel L.         | Calumet, "           |
| Hall, Hazel          | Cloquet, Minn.       | Omsted, Alee M.         | Stoughton, Wis.      |
| Hansen, Agnes        | Manitowoc, Wis.      | Opsahl, Florence A.     | Grand Forks, N. Dak. |
| Harper, Florence     | Calumet, Mich.       | Ostergren, Florence C.  | Gladstone, Minn.     |





DOMESTIC SCIENCE JUNIORS. (Continued)



|                         |                       |                        |                    |
|-------------------------|-----------------------|------------------------|--------------------|
| Otto, Lillie L.         | Forest Junction, Wis. | Spain, Hortense I.     | Minneapolis, Minn. |
| Pardee, Alice M.        | Antigo, "             | Stanford, Marion M.    | Duluth, "          |
| Parkinson, Myra         | Madison, "            | Staudemeyer, Adeline   | Portage, Wis.      |
| Parry, Anna M.          | Webster, N. Dak.      | St. John, Inez E.      | Oshkosh, "         |
| Patrick, Katherine      | Eau Claire, Wis.      | Strane, Stella M.      | St. Paul, Minn.    |
| Pelton, Jessie M.       | Milton Junction, "    | Sullivan, Marie        | Fond du Lac, Wis.  |
| Purvis, Bess            | Washington, Iowa      | Swan, Inez B.          | Minneapolis, Minn. |
| Pyre, Mary Henrietta    | Madison, Wis.         | Thompson, Venice       | Edgerton, Wis.     |
| Quilling, Florence I.   | Menomonie, "          | Topping, Amy B.        | Burlington, Iowa   |
| Quilliard, Frances      | Duluth, Minn.         | Tracy, Nellie          | Webster, S. Dak.   |
| Reed, Isabelle          | Deerfield, Wis.       | Trestrail, Marjorie E. | Eau Claire, Wis.   |
| Reinke, Clara           | Marinette, "          | Turner, Marguerite     | Duluth, Minn.      |
| Reiss, Hazel Z.         | Belle Plaine, Minn.   | Vennema, Muriel A.     | Menominee, Mich.   |
| Richard, Albia A.       | Little Falls, "       | Vessey, Verna          | Pierre, S. Dak.    |
| Roberts, Edith          | St. Paul, "           | Volk, Josephine        | Oconto Falls, Wis. |
| Roberts, Ida            | Evanston, Ill.        | Wiley, Bertha          | Chippewa Falls, "  |
| Schoonmaker, Harriet M. | St. Paul, Minn.       | Wills, Bertha A.       | Ellensburg, Wash.  |
| Sheehan, Elizabeth      | Niles, Mich.          | Winter, Fern           | New Richmond, Wis. |
| Simonson, Helen E.      | Green Bay, Wis.       | Wintermute, Ruth A.    | Kilbourn, "        |
| Simpson, Jean           | Minneapolis, Minn.    | Wold, Pernelle         | Ashland, "         |
| Smith, Ada E.           | Elroy, Wis.           | Woodhead, Frances      | Ashland, "         |
| Smith, Marie A.         | Galesburg, Ill.       | Works, Mildred         | Augusta, "         |
| Soukup, Belle           | Sturgeon Bay, Wis.    | Woodward, Ruth E.      | Two Harbors, Minn. |



GALLAWAY CREEK





JUNIOR HOMEMAKERS



## HOMEMAKERS JUNIORS

Bratson, Jeanette  
Davis, Roy  
Dewey, Eula  
Eckmann, Alice  
Filkins, Alice E.  
Franklin, Muriel W.

Cambridge, Wis.  
Eau Claire, "  
Moville, Iowa  
Hendrum, Minn.  
Tracy, "  
Chicago, Ill.

Larson, Lillian J.  
Little, Eleanor N.  
MacDonald, Jeane  
Sprague, Lucile  
Vail, Katherine M.  
Webb, Gladys

Fusston, Minn.  
Dubuque, Iowa  
Montezuma, "  
Grafton, N. Dak.  
Milnor, N. "  
Pine City, Minn.

## POST GRADUATES

Ingram, Emily

Florence, Wis.

Strong, Ethel

Fort Atkinson, Wis.



YELLOW LODGE





MANUAL TRAINING JUNIORS



## MANUAL TRAINING JUNIORS

|                    |                   |                       |                    |
|--------------------|-------------------|-----------------------|--------------------|
| Blank, Hanson T.   | Reedsburg, Wis.   | Kendall, Robert E.    | Menomonie, Wis.    |
| Buelke, Ernest A.  | Juneau, "         | Krebs, Albert T.      | Watertown, "       |
| Clunie, Russel     | Racine, "         | Mather, John C.       | Syracuse, N. Y.    |
| Dalman, Dan        | Antigo, "         | McAleavey, Francis L. | Ixonia, Wis.       |
| Dixon, Herbert T.  | Carmel, Ind.      | Pitman, M. F.         | Anoka, Minn.       |
| Durbahn, Arthur H. | Sleepy Eye, Minn. | Prichard, Carlton K.  | Oconomowoc, Wis.   |
| Eliassen, Guy A.   | Iola, Wis.        | Ransier, Charles D.   | Menomonie, "       |
| Emerson, Paul S.   | Owatonna, Minn.   | Richards, Clifton E.  | Muscatine, Iowa    |
| Eversmeyer, E. W.  | San Gabriel, Cal. | Schaefer, Robert F.   | Menomonie, Wis.    |
| Finnigan, Ralph J. | Tracy, Minn.      | Schefelker, George W. | Manawa, "          |
| Gabriel, Bernard   | Racine, Wis.      | Schneider, Robert W.  | Sheboygan Falls, " |
| Gilchrist, Thos.   | Clintonville, "   | Segerstrom, William   | River Falls, "     |
| Graven, Paul       | Menomonie, "      | Smith, Raymond        | Crookston, Minn.   |
| Holzer, Gilbert J. | Green Bay, "      | Stewart, George       | Durand, Wis.       |
| Jackson, Robert W. | Menomonie, "      | Woods, Richard J.     | East Tawas, Mich.  |

## SPECIAL STUDENTS

|                   |                |                    |               |
|-------------------|----------------|--------------------|---------------|
| Knowles, Leigh F. | Fremont, Mich. | Slater, Herbert F. | Chicago, Ill. |
|-------------------|----------------|--------------------|---------------|



# ORGANIZATIONS

## STOUT MALE QUARTETTE

Seldom is a school fortunate enough to have a male quartette composed of members all of whom are highly trained in the musical arts. However Stout Institute was in this year of 1909-1910 thus blessed.



This quartette was composed of the following high and noble musicians:

R. W. Schneider -  
Director and 1st Bass  
R. E. Abercrombie -  
Secretary and 2nd Tenor  
O. O. Wheeler -  
Treasurer and 2nd Bass  
L. Shove -  
Business Manager and 1st Tenor

The first of these, R. W. Schneider, was born in Germany in 1870. His parents were very poor and had a hard time to support little Robert, consequently he was obliged at an early age to earn his own livelihood. This was accomplished by selling papers on the street. Many times business went pretty slow and Robert, to prevent the blues, was con-

stantly singing, in fact he sang so much that he was dubbed, "Singing Bob". His voice was very sweet and attracted a great deal of attention. One day a well dressed man stepped up to him and said, "My little man would you like to become a great singer?" "Ja! Ja! Mein Herr" said "Roby." At this answer the man said, "Come with me and you shall". Robert gladly went, and a great home it was. A special director was hired and Robert's training began.

At the age of thirty he had made such advances along musical lines that it was decided he should train under Wagner.

Nearly nine years were spent with this noted musician, but alas, one day Robert re-



ceived a letter from a friend of his who had gone to America several years before. In this letter the friend told of Stout Institute and its work. Robert at once decided to attend this school and so in the spring of 1909 we find him preparing for a trip to America. After a very perilous voyage he reached Menomonie in time for the 1909-'10 session.

Hon. L. Shove was born in Switzerland in 1875 and is the youngest of seven sons of one of the nobility. In his case money was not lacking and every possible opportunity for a musical education was given him.

His first lesson on the piano was taken at the age of four, under the instruction of a special tutor. At the age of twelve he was sent to Germany to study under Beethoven. While there he showed great ability both as a pianist and as a vocalist. At fifteen he began to specialize in vocal work and in three years was sent on the stage as a tenor soloist. For ten years after this he spent his time in traveling and singing throughout Europe, where he won great fame as a singer.

In 1903 he came to America, and, as in Europe, was very successful on the stage; in fact in the next five years his name was brought before all America.

In July 1908 he decided to make a change in life, his plan being to train his hands to work with wood and metals as well as over the keys of the piano. After considerable investigation he decided that Stout was best fitted to give him such a training, and so in the fall of 1908 we find him on deck at Stout.

R. E. Abercrombie and O. O. Wheeler were both born in wealthy homes in New York. Their early training was received at home under special tutors.

At fourteen years of age both were sent to Italy to study under Caruso. After spending ten years with this noted singer, R. E. Abercrombie received a call from America to come at once as they wanted a man to train a chorus to sing at the reception to be given in honor of the Czar of Russia.

About this same time O. O. Wheeler received a call from Africa, the King requesting him to come and sing at a great festival which was to be given in honor of Pres. Roosevelt. Both accepted their calls and were very successful.

After this Prof. Abercrombie went on the stage in America, and Dr. Wheeler on the stage in Europe. They won considerable fame, and in 1908 were sent with Perry to furnish that great explorer with music while he tacked the stars and stripes to the North pole.

While on this trip they decided that they were leading too fast a life, and shook hands to this agreement: "If we ever reach America again alive, we shall train ourselves for teachers of Manual Training."

They both reached America alive, and so the fall of 1908 found them at Stout Institute. Thus we see that L. S., R. E. A. and O. O. W. were at Stout in 1908 and 1909. These three picked from the Junior class that year Mr. Wiegand as a 1st bass, and organized a quartette.

Unfortunately Mr. Wiegand was taken sick during the year and was obliged to go home. However the remaining three did not give up but finished the year as a trio.

In the fall of 1909 these three noble men did not lose much time in hunting up and holding an intercourse with the world wide famous Schneider. The result of this conference was the formation of the Stout Male Quartette, organized on the 5th of Nov. 1909. They have had many appointments since their organization, and everywhere have met with great success.





GIRLS' GLEE CLUB



## GIRLS' GLEE CLUB

The Girls' Glee Club of Stout Institute was organized the latter part of October, Genevieve Hotchkiss, director, asked all girls interested to meet in the psychology room. More than twenty enthusiastic girls were present. Mildred Works was appointed treasurer and Elizabeth Josephson secretary.

During the weeks following rehearsals were held in the kindergarten rooms of the Central building. A number of very pleasing modern songs were rehearsed.

The Glee Club made its first appearance November 11, at the gymnasium, at the annual banquet given by the Commercial club to the County Board.

"Among the most noteworthy features of the entertainment was the singing by the Girl's Glee club of the Institute, a new organization whose success last night insures it a future of great popularity in the school and community. From their first appearance they were the favorites of the evening. After the first number by the young ladies the applause was so long-continued and emphatic that they were simply forced to respond with another selection, which they did very graciously, after a little hesitation, to the great delight of the audience. The voices are all of remarkable sweetness, and though their training has been brief, the harmony shown in their singing is faultless. On the announcement of their second appearance there was an outburst of enthusiasm that made the great hall ring. The number that followed resulted in no disappointment of the great expectations that had been aroused.

"The members of the glee club are: Myrtle Billings, Leighla Furness, Harriet Glendon, Agnes Hansen, Genevieve Hotchkiss (director) of Fox Lake, Clara Jacobson, Julia Josephson, Rebecca von Kaas, Ruth Libby, Vivian Madson, Grace McCullough, Mathilda Monteth, Mabel Nicklas, Lillie Otto, Henrietta Pyre, Edith Roberts, Ada Smith, Amy Topping, Mildred Works, Elizabeth Yoder, Eula Dewey. The object is to create a school spirit. They expect to give a concert after Christmas. The club has been organized only two weeks, and last night was its first appearance."—Dunn County News.

The girls have sung several times at mass meetings in the Memorial and have always been well received by the students.

On January 20 they sang at a banquet given by the Commercial Club and local bankers to Group One of the Wisconsin Bankers' Association. The following is what the press had to say:

"The first number on the program, after the playing of the orchestra, was the appearance of the Stout Institute Ladies' Glee Club, which since the County Board Banquet last November has enjoyed an enviable reputation in the city for its singing. At this time it fully lived up to the name it had made for itself. The girders rang with the applause which followed the selection, and each time the young ladies came out the audience would not be satisfied until a second response had been granted. The voices blended beautifully, and the melodies were given with a spirit which showed that the heart of the singers was in their work."

This is the first glee club in the history of the school (and it should be a lasting organization). It is one of the steps in the development of a true school spirit.

M. H. P.



## Y. W. C. A.

The Stout Y. W. C. A. is the youngest Wisconsin student association, having been organized during Holy Week, March 22, 1910. Miss Pearson, the state secretary presented the matter before the girls and teachers, and by a unanimous vote it was decided to form a Y. W. C. A. at Stout Institute. The charter membership is one hundred and ten. As the committees are just beginning their work and the charter membership will be kept open another week the prospects are that our enrollment will be at least one hundred and fifty.



### OFFICERS

|                |   |   |                      |
|----------------|---|---|----------------------|
| President      | - | - | Etta Cramton, '11    |
| Vice President | - | - | Henrietta Pyre, '11  |
| Secretary      | - | - | Lillian Otto, '11    |
| Treasurer      | - | - | Leighla Furness, '11 |

### CHAIRMEN OF COMMITTEES

|                 |   |   |                        |
|-----------------|---|---|------------------------|
| Membership      | - | - | Henrietta Pyre, '11    |
| Bible Study     | - | - | Frances Quilliard, '11 |
| Missionary      | - | - | Margaret Kirby, '11    |
| Social          | - | - | Verna Vessey, '11      |
| Finance         | - | - | Leighla Furness, '11   |
| Devotional      | - | - | Viola Kinyon, '11      |
| Intercollegiate | - | - | Lillian Otto, '11      |



# HISTORY

## SENIOR MANUAL TRAINING

When the Senior class assembled for work in September, 1909, it was noticed that some of the familiar faces that had been with us as Juniors, were missing, and that several new students, having credits for work done in other institutions, had joined us for the Senior work.

Beardsley and Craig decided not to return this year to complete their course; the former associating himself with the corps of instructors in Eau Claire, Wisconsin, and the latter carrying on Manual Training work jointly at Fostoria and Tiffin, Ohio. Reports from both indicate success in their first experience.

Foster also did not return, now being engaged in another line of endeavor, though we understand it is his intention to come back to Stout and complete his course in the near future.

Heckmann, Lindem and Nichols were the students who joined us at the beginning of the year. Having credits from other institutions sufficient for one year's credit, they entered the Senior work at once.

Shortly before Christmas, Huntemer, on a leave of absence from Wayne, Nebraska, joined our ranks. Credits from other institutions, and for summer work at Stout, made him eligible for membership in the Senior class.

At the close of the first semester, Beckmann left to take a position at Garfield, Washington; and Church, Grant, Heuser and Solar secured positions in St. Paul, Minnesota. All are meeting with success. They will complete their course in summer school.

Wiegand, who in his Junior year was compelled to leave because of ill health, was unable to continue his work beyond the middle of this year, and returned to his home.

Lockwood, now at Columbus, Ohio, did his Junior work in 1907-1908, has since attended several summer sessions, and will complete his work the coming summer.

Siepert, now teaching at Montclair, New Jersey, is a graduate of Bradley Polytechnic Institute but has attended Stout Institute during several summer sessions so that with these credits he will be able to graduate from this school with the present Senior class.

This is, in short, the history of the Manual Training class of 1910.

## JUNIOR MANUAL TRAINING

On September 13, 1909, there gathered in the little city of Menomonie the most valiant band of warriors for the cause of manual training that ever assembled within the walls of Stout Institute.

From the four points of the compass they came; Pitman from northern Minnesota, Dixon



from southern Indiana, Mather from New York, and Eversmeyer from California—the latter arriving a couple of months late, apparently having failed to take into account the great difference in time between San Gabriel and Menomonie, to say nothing of the enormous distance he had to travel.

This was no ordinary junior class. They took Stout Institute by storm. Not a senior, not a member of the faculty, but who was filled with respect, yes, admiration for this mighty band of juniors from the start.

Never before did a class in forging elicit such sweet, soft words of praise—such mild, tender expressions of affection as were bestowed upon us by that apparently fierce and irascible Mr. Elzinga. Never before in the history of Stout Institute did Mr. Brace—wise, dignified, austere, pedagogue—condescend to take such a warm personal interest in a junior class. Never before was he known to stand patiently beside a student assisting him, encouraging him, yes, even now and then dropping a word of praise.

And how kindly were we treated by Mr. Curran! Was ever another class so plentifully supplied with work? Were those dear little models in "Elementary Wood" ever before handed out so generously? How lovingly would he gather his flock about that good old demonstrating bench by the gentle tinkle of his milkman's bell! And with what fatherly solicitude did he advise Dallman and Durbahn that punctuality is an admirable trait in nice young men and by way of emphasis request them to get excuses from Mr. Buxton without delay.

But all of this is easy to understand if we but note the valor and talent our class possessed. There were stars in every line of school work, athletics and amusements. In foot ball the juniors were indispensable. In basket ball they out-numbered the seniors and in the game between the two classes easily defeated them. What would our first team have been without the juniors—Blank, Graven, Pitman and Richards?

Can anyone imagine our class talks without the long winded Slater; the forging class without the dexterous Heintz, and the rug weaving class without swift, nimble Gabriel.

And those two hundred Domestic Science girls. What WOULD they have done without the "fussers" of the junior class! What an influence did some gallant young juniors have in maintaining the membership of the Domestic Science P— G— course! And what a concrete illustration of matrimonial bliss was furnished by the Benedicts of the junior class—Mather, Woods, yes—and who would have thought it, Eversmeyer, himself!

But not all of our history was cloudless. About the middle of the year one of our classmates was compelled to withdraw and return to his home on account of the dangerous illness of his mother. This was Herbert Dixon. But still sadder was the death of Carlton Prichard. His sickness and death occurring almost within a week, cast a spell of gloom over our school for many weeks. Again just at Easter time, so joyous for most of us, occurred the death of Francis MacAleavy's mother. Our sympathy goes out to these, our classmates, and their relatives.

Our junior year was one which we will never forget. It is full of the most pleasant memories for all of us. We have much to thank the faculty for and will always have the fondest recollections of the kindness and good will shown us throughout the year by our friends, the senior class of 1910.



## SENIOR DOMESTIC SCIENCE

The lines of this hand are strong and clear cut with few breaks and deviations indicating ambition and determination to attain an ultimate aim. The few deviations show a change in this common aim, but even these show success.

I see here, sometime about September 20, 1908, what appears to be a crowd of maidens, timid, hopeful, seemingly happy. Still—here is a conflicting line—no doubt memories of recent fond farewells. They are moving toward a common goal. This is a good, firm line leading to Mount Institute. A little later, possibly a few days, this same crowd (yet now I can scarcely tell one from the other on account of the sameness in attire) congregated inside

in different rooms, at various occupations, busying themselves among pans and fabrics. What a catastrophe this star does indicate! That's bad! No doubt a crash of some kind connected with a room across the Bridge of Sighs.

There is a branching here from the general path indicating pleasure. I see water; a trip. The connecting lines show a congregation of Juniors and Seniors at The Point—perhaps a picnic.

General routine till about October 30th. Then an evening of darkness figured only by wierd skeletons and Seniors and Juniors in motley attire. There is a forking of this line, one running to the Hall Mount and one to Mount Institute.

There is an ascendancy of the social line running from the region of the Juniors. Oh! I have it. It is that notable country party of the Junior D. S. to the Seniors.

The Present. (As Seniors.)

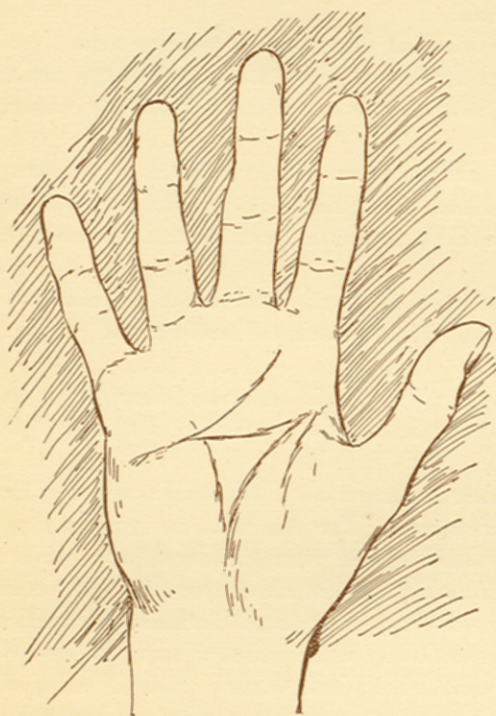
Again the crowd, the climb, the routine.

I miss some of the faces of the past and see new ones in their places. A parallel line to The Point trip of last year, a newer and a larger crowd entertained.

The lines of frivolity develop into the deeper, more lasting lines, of things to be accomplished. There is a rising mount of prominence, the library, an appearance of typewritten sheets bearing the solution of all the puzzling problems of the domestic world.

The lines of the future are undeveloped—the typewritten sheets are replaced by various books and articles. There are slight deflections from the general path of the teachers. What they indicate, it is not wise for me to say. Time will tell. But here's to the class and may they live happily forever after.

I. W. and N. W.





## JUNIOR DOMESTIC SCIENCE

Every member of the class of 1911 remembers September thirteenth, nineteen hundred nine, for it was on that memorable date that we came into being as—the largest class that ever entered Stout Institute. Girls and girls, big and little, from a dozen states, and of a diversity of ages that would surprise the uninitiated, wandered around, and wondered if the buildings would ever become so familiar that they would cease to be awesome.

When the entire enrollment had been counted it was found that we numbered one hundred and fifty-eight—a bright prospect for the Superintendents in search of competent people in 1911. There were also twelve bright, happy Homemakers who certainly proved to be a congenial bunch and a credit to their class.

Everyone is proud of our senior member, Miss Eda McArthur, who is as much of a girl at heart as the youngest of us—even though she celebrated her fiftieth anniversary while in her junior year. There is a great flexibility in ages, for one of our members is only sixteen and there are all the intermediate stages.

The Seniors proved their hospitality in giving us a reception. This was a red letter day in our history, every Junior was present and the Mechanical Drawing Room was used for the refreshments and the Armory was decorated in autumn leaves and corn stalks so that it made a veritable bower in which to dance.

Early in the year the class had its annual election of officers, the offices of president and treasurer falling to the boys, and Miss Mathilda Montieth was elected secretary and Leighla Furness as vice-president.

The Y. W. C. A. came into being during the reign of this exemplary class, having its officers, in fact its entire cabinet, chosen from among our number. It is an advancement to our credit and we are justly proud of it and also of our Glee Club.

Miss Genevieve Hotchkiss was the organizer and leader of the Glee Club until she left school, and rumor said that she was going to be married. The class wish her general good fortune to follow her through life. The Glee Club has for its present leader Miss Henrietta Pyre, a girl of rare executive ability and who made a permanent and pleasureable Club from a tiny beginning. They sang on several public occasions and acquitted themselves creditably.

Great was the surprise of the class, and in fact of the whole school, when it was discovered that one of their number had ceased to be a Miss and had become a Mrs. Nothing of the sort had ever disturbed the quiet, pendantic way of the Institute before, and everyone rejoiced when they heard that it was the attractive Miss Ellen Obenhoff who had caused the excitement.

Some of the girls who had previous experience or work in other schools are able to graduate in 1910 and although they matriculated in our class were in reality seniors. They are: Misses Marjorie Bullard, Mary Colwell, Miriam Hooker, Lora Jensen, Clara Boughton, Alma Smith, Elizabeth Tonigan, Katherine E. and Giralda Wackler, Harriett Keating and Joy Hawley.

On May twentieth the Juniors expect to give a reception to the Seniors. As it is an annual Junior event it must not be omitted from our History even though it occurs too late to get in this publication.





## THE STUDENT'S OUTLOOK BEYOND HIS SPECIALTY

A student who takes up a special branch of instruction usually has a strong interest in that direction. He decides to give up most of his time to the details of an immediate preparation for a vocation requiring this special study, and selects a school furnishing suitable opportunities for specialization. It sometimes happens that this process saps his energy and interests on account of the lack of a proper balance of his efforts during the progress of his training. It may be worth while to call attention to a few things of importance to specialists, not included in their course of study.

The mastery of the specialty itself requires an understanding of a considerable body of pertinent subject matter, and skill in the use of it. There must be a knowledge of the scope and purpose of the subject and of the importance of its details, a familiarity with the meaning and use of all technical terms employed and of all the processes involved, and a realization of the necessary business and professional conventions. Where tool processes are required, it is necessary that the worker be both quick and accurate. If the student expects to be able to give adequate instruction in tool processes, he must be able to analyze the different operations and to attain proper standards of execution.

He must give time to the formation of habits of thought and action which shall make for success in his chosen field. Concentration of attention upon a given piece of work must be continued until the complete result is obtained. Clear and accurate thinking must be practiced until a confidence and assurance are gained, and system and order in attacking a problem must enable him to secure results more surely and quickly. Many habits of value in one's vocation are needed in other activities of life. Self-control and poise, honesty and straightforwardness, promptness and regularity, neatness and cleanliness cannot well be neglected as they are matters of habit assumed to be a part of the equipment of all individuals in civilized society.

A specialist should see his own field of effort in relation to other lines of activity. He should gain a perspective of the necessary occupations of his community, see what other people are doing, see what of his particular work is of most importance, and realize in what ways all are working towards the same ends. He will do well to keep in touch with the administration of local government and do his part in the solution of civic questions, to follow commercial progress and changes in manufacturing conditions and advances in the professional life of the community, to keep abreast with current educational theory and practice in his own and related lines of school work. He must realize that as he is to fit individuals to present day conditions, he must keep in constant touch with these conditions.

More important for the specialist himself, however, is the perspective of life as a whole,



enlarging the view of physical, intellectual, and social forces in his environment. The student of a single subject needs to broaden his outlook to include a study of men and events, especially of current events, to include also a reasonable acquaintance with materials and processes of construction, with applied science and the mechanic arts, not altogether neglecting a survey of the ideas and movements expressed in current thought and institutions. He cannot afford to have his intellectual horizon bounded by the details of his specialty. Every student with access to books and current magazines and a desire to make the most of himself can find time to gain a fair degree of mental breadth without losing anything vital to his intensive studies. From time to time, he can also hear lectures and visit industrial and scientific exhibits, which may open up new directions for his thinking. Student organizations may furnish occasion for clarifying his views of many subjects and for molding his opinions regarding the relative importance of two sides of difficult questions.

Another activity, which may engage a part of a student's interests, is the enjoyment of music, the drama, and literature. Music is coming to be recognized as worthy of more attention in the schools, and few people are so situated that they cannot frequently hear some kind of first class music. During ones student days, it is well to give some place to the influence of music upon ones life. The ability to select and to fully enjoy the best music requires more attention than most students usually give to music. The same holds just as true of the drama. Without sufficient interest being given to the best productions of the modern stage, without an effort to see what goes to make up dramatic art, one may become easily satisfied with the more spectacular or sensational plays, with the cheaper sorts of performances, and fail altogether to realize that there is a large field of enjoyment and enrichment that is not for him. What is done in the way of leisure reading, is perhaps of even greater concern than what is done in the way of attendance upon theatrical or musical productions. It should not be confined entirely to the details of specialization, nor should it be limited to the gaining of intellectual breadth of any kind. It is in every way desirable that a literary taste be formed and that an acquaintance be made with a few of the world's literary masterpieces, or at least with some of the best of modern writings. A comparison of the qualities that make for musical and dramatic art reveal to the student the essentials of good literary form, and he comes to see that human interests may be expressed in a variety of ways, but that an aesthetic element is always back of the most satisfactory results.

The principles of art applicable to music and drama and literature are as applicable to the graphic and plastic and constructive arts, but in a different way. The unity of a whole composition, the appropriateness to its purpose, the relationship of the component parts, the subtlety and refinement of gradation around points of emphasis in the expression of an underlying idea, all of these and other necessities are worked out in all art creations. The appreciation of them comes partly through the attempt to make beautiful things, and partly through continued study of fine productions. American architecture and interior decoration and fine crafts work are demanding more and more attention. The development of standards in American art is well worth such study as can be spared by the student of other subjects. If one cannot produce fine things, one can at least train his taste in the selection of such first class articles as may be found in the shops, and his appreciation of the public art available. In many cases



these good examples can only be seen in photographic reproduction, and yet a study of these is of value in the absence of the originals.

Last of all, a student cannot afford to neglect the varied social interests about him. Easy manners and a readiness with congenial topics of conversation, thoughts for the comforts and convenience of others, and an agreeable disposition, go a long way towards making ones presence wanted, and towards working congenially with others. The best way to learn what society expects, is to find time to associate with people in a variety of ways. The ability to meet people of varied interests and feel at home in conversation, the ability to explain a matter of importance to any sized group of people without embarrassment, the resourcefulness that feels at ease in discussing business or political affairs, professional or general cultural topics, or matters of more personal or social interest, should impress the student as of sufficient importance to engage a part of his attention during his student days.

GEORGE FRED. BUXTON

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## TRAINED WORKERS FOR THE SHOP

It is a well known fact that ninety per cent of the boys who go thru our schools, are bound to earn a living with their hands.

A large percentage of them ought to enter into the skilled trades, but do they? Manual training does not usually teach the elements of the trades. It gives the boys an acquaintance with some materials, mainly wood, and simple tool processes that make many of them handy fellows to have around the house. It does not give an insight into commercial and industrial processes, because nearly all its teachers have no knowledge of commercial practice and shop methods. It does not teach a boy how to get good results in the shortest possible time with the least amount of material. It is supposed to give a boy a chance to find himself, to find what he likes best, which trade he is best fitted for.

The boy who has completed all the courses offered in manual training in one of our best schools, who is good at mathematics and likes drawing (mechanical), has no understanding of any trade. After graduation, he either enters a technical or engineering school, or tries his hand at some wood or metal working trade, wherever he finds an opportunity, because he needs money to support himself. He then finds that his methods are not practical, his way of doing things of very little value to his employer, and he leaves and tries another place or trade, only to meet with the same difficulty. He may try his hand at another trade, but he will discover that he must start from the bottom up. He cannot afford this, so he drops out and into the unskilled laboring class and stays there.

Are all the expensive equipments, materials, buildings, teachers' salaries, etc., spent to get these results? Would it not frequently be better to teach a boy half of one trade and do that much well? Can any man lose anything, no matter how highly educated he may be, by knowing a trade? Do we tell our boys that a good trade is the best start on the road to progress? Do we tell them that it takes brains to learn a good trade? Do they know that



a dentist, who, by the way, is called "Doctor", needs more muscle for his trade than a first class machinist or pattern maker, and that a first class machinist or pattern maker needs more brains to understand his profession than does a dentist? Do we tell them that there is an increasing demand for the highly skilled workmen with a trained intelligence, at larger pay, while the market is always glutted with cultured men who know but cannot do?

The country needs trained workers, men who have common sense, who can handle tools properly, who have some system of doing things, who have initiative, who do not have to be watched all day, who will not "soldier" when the "boss" is out of sight, who will keep at their work whether it is pleasant or monotonous, and do it carefully and economically in regard to time and material. Men who will work for the love of it and do it cheerfully, who can read a blueprint or drawing intelligently, who are not specialists in any one thing, but who know the elements of their trade well enough to tackle any job in a workman-like and business-like manner. And any school with the right kind of equipment, with trained teachers, and, with a well planned curriculum can turn out young men with the above qualifications.

There is a large demand for such workers, but not for those who have a mere smattering of half a dozen trades. It seems as if we train our boys away from the shops, because we do not give them the proper time to get interested in any one trade.

Wood turning, joinery and cabinet making are the goal in most of our manual training schools. Many boys in grades six, seven and eight could start in any one of the engineering or manufacturing trades. It need not cost any more for equipment than for the accepted wood working courses. Of course the boys would not be able to make a lot of pretty things to take home, but why should they? Would it not be a good plan to awaken in them a sense of responsibility and industrial interest? Is not some training which gives an understanding of industrial conditions valuable to any boy? Many articles formerly made of wood are now made of metal, but we cling to the traditional woodworking courses.

The boy who has the natural ability and love for a metal working trade is invited to spend several years at working in wood simply to find out what he is best fitted for. A teacher may be able to discover this long before the boy is ready for the high school. When we take into consideration how few of the boys, who have studied manual training, go into the skilled trades, we can readily see that this finding out process is a very expensive one. The boy pays the bill in the end.

When it comes to the academic studies of the schools, the manufacturing of foods, the breeding of cattle, the selling of milk, the organization of banks and insurance companies, and what not, we employ a competent inspector to see that these things are done right. But in manual training where our teachers have the opportunity to develop the best part of our natural resources, namely the boy, we close our eyes and pay the price.

When the boy has been trained enough in the field of elementary wood work and cabinet making, he is started at patternmaking without any previous training in certain manual arts. Most schools forget or perhaps do not know that pattern making needs some acquaintance with moulding processes, the structure of metals, machine shop methods and requirements, with designing, mechanical drawing, etc. Moreover, we ask the same teacher of the elements of the building trades to know something of the engineering trades. The two lines have absolutely



nothing in common, except a knowledge of some materials and tools. The theory, aim and results of both trades are dissimilar. The workmen need a different kind of training, their interests are widely separated, and they do not read the same literature. The pattern maker deals with machinery, metals, and foundry methods, he is in short, the moulders' toolmaker; while the latter always deals with the materials and processes of the building trades. Many school men do not know this and it could hardly be expected of them.

We should not teach the embryo mechanic a smattering of many trades. It confuses him; he does not get an insight into any of them. You cannot cause a boy to be interested in a trade until he understands its principles and possibilities. The short time devoted to manual training is a great obstacle. It is a farce in many schools. The boy from the family of limited means, who looks forward to working with tools as a vocation, must get about his life's work early, and if he can save two years of apprenticeship without any loss, it is of great value to him. This time the school could save him.

Teachers of practical training should be good mechanics, men who can impart their knowledge to others, who are thoroughly familiar with commercial practice, and who know the needs and requirements of the shops. Each state should have an inspector of manual training, who could judge the work of the teachers, the system they employ, the equipment and materials used, and who can advise about plans for buildings, courses of study and expenditures. This inspector should be a practical shopman, who is familiar with the trades taught, thru personal contact with them, rather than a school man or a politician. Just as long as school men, who have never had any practical experience, supervise this work, will industrial education in the public schools be of little value to any community. It may be education for "culture" but never for efficiency in practical work.

I plead for "industrial education" in our public schools, for that is what I believe manual training should be, from grades six or seven through the high school.

WM. T. ELZINGA

Menomonie Wis., March 31, 1910

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## SPORTSMANSHIP

Sportsmanship! What does it mean to us individually, and to the school as a whole? May our sportsmanship towards visiting teams and their friends be improved upon? Do visiting teams speak well of our treatment of them, before, during, and after the game? These are some of the things we should take heed of.

What do we mean by sportsmanship? Is it not the way we act towards people we engage with in sports of any kind? Now the question is, do we act gentlemanly or otherwise? Is it gentlemanly to approve of one person doing a mean act, and to censure another for doing the same thing? Is it good sportsmanship to applaud one of your team for committing a foul, and hissing an opponent for doing the same thing? Is it gentlemanly to always want the best of everything? Likewise is it good sportsmanship to want the referee to always favor us? I fail to see any difference.



To possess true sportsmanship we must treat our opponents as we would wish to be treated. We must recognize ability and fairness in an opponent and give due credit for the same. We must play fair and demand fair play of others. A true gentleman will stick to his friends to the last, and a true sportsman will stay with his team to the last.

Athletics may be the means of developing splendid traits of character in us but it may also develop very objectionable ones. Sports that develop a spirit of fairness, of not giving up till the last effort has been put forth and of recognizing such qualities in others, are a credit to any school or community. Athletics ought to be a character builder, as well as a muscle builder, but we too often forget the character part. The spirit of "win by fair or foul means" is detrimental to players, spectators, and to the good name of the school. Let us get rid of it if we have it. Demand clean playing and appreciate such playing, win or lose, but condemn rough play just as readily if not more so. I mean especially the home team. We are not responsible for sportsmanship of visitors.

It is the spectators, nine times out of ten, that make a game rough. There is always a certain element present at the games which is unscrupulous enough to applaud all kinds of rough play and encourage it, and others do it on the part of ignorance, because they do not thoroughly understand the rules or do not see all that happens. It is our duty to not only refrain from doing this but to try to keep others from doing it. Who are the ones the visitors will criticise? Will they stop to think that some of the spectators are not connected with the school? No, the Stout students will be the ones to whom the blame will be laid.

The most of the unsportsman-like conduct shown here in Menomonie cannot be laid to Stout students but still they are not entirely guiltless. Let us treat our visitors as our team was treated at St. Olaf college. The boys say they were treated royally. Would not any school have a right to feel proud of such a reputation for true sportsmanship? Is it not worth while trying to make such a name for Stout Institute?

You can be loyal supporters of your team without wanting to injure the other team. If a gentleman can say nothing good of a person he says nothing to his discredit, and the same holds true of a good sportsman. If you cannot applaud an opponent, do not hiss him. Do not make our basket ball games resemble a Sunday afternoon base ball game on a vacant lot in the slums of a large city.

Let us set high standards for our team and school. Do not let any false spirit of rivalry pull them down. Let us demand fair play for our home team. Appreciate good playing of visitors, and above all deport ourselves as gentlemen at all times. If we do so we will make athletics at Stout Institute worth something to each student of the school, and to the city of Menomonie.

W. H. HEFFELFINGER.

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## WHAT'S IN A NAME

It must have been one of the Juniors, who remarked while getting ready to attend a lecture on the subject, that she hoped that at last she was going to find out what home economics really meant.



She had heard that it meant the same as domestic science, but even that had come to include so many subjects, as yet unrelated in the Junior mind, that she was beginning to have misgivings as to her own conception of the work. In the schools, at home, it had meant just cooking and sewing, and the uninitiated had thought that it was a field of work that would be easy for a girl with little intellectual ability because "anyone who likes to cook can teach cooking". Chemistry, bacteriology, dietetics and numerous other subjects had disproved that assertion.

The perplexity and the gradual enlightenment of the Junior, is typical of the changes that have gone on in the educational world. While educators recognized the fact that education should be applied to develop any imperfect functioning, they did not realize that Nature had left untrained, not only the brain and the speech, but also the hand, and that a person is educated only when he can use every faculty in his body and mind.

There is no conservatism like educational conservatism, and even as yet, it has refused to recognize and relate domestic science with other sciences.

Those engaged in this field of work are to a certain extent, to blame for this. We have no uniform course of study that could be used as a measure of what is accomplished, we do not all agree as to what the work should include, we do not agree even on a name.

A name should convey something of the scope and purpose of a subject. If it does not, how can the uninitiated understand what it means? When it is called home or household economics it means literally a subject relating to the management of household affairs, without waste and unnecessary expense. Many college people seem to have agreed on this name, and yet there is nothing in it that conveys to an outsider the idea that it trains brain, speech and hand in a way other than that in which woman has been trained since time began. Woman has always managed household affairs without waste and unnecessary expense, because she has had to. She may have been skilled or unskilled in so doing. That name, good as it may be, does not include the vital part of this field of work.

The justification for putting this line of work on a par or above par with other lines is that it is founded on something broader than the mere saving of money, or the skilled management of the household. It must co-ordinate and relate the scientific knowledge gained by the developed brain, with the skill acquired through the training of the hand, and apply them to the systematizing and simplifying of woman's work so as to make it scientific.

Whatever anyone may think to the contrary, cooking is a science. It is based on the laws of physics and chemistry, and unless these laws are understood and applied in every case, there is no particular reason for teaching a subject that otherwise would depend merely on "luck." The same may be said of the laws that govern household hygiene, sanitation, and other subjects.

If this is true, that the work is the application of science to things domestic, it would seem that the name domestic science best conveys the scope and purpose of the work.

EMMA CONLEY



## THE OUTLOOK IN HOME ECONOMICS

Since the beginning of the home economics movement probably no two years have brought more marked development in the wealth and organization of the subject and its application to social problems, than the two years just past. The attention of students of home economics formerly centered in the activities of the home, for the better understanding and execution of these was an obvious need. It was believed that a better knowledge of household processes would make for greater stability in the family, better health and better individual efficiency. Later the conviction grew that instability in the American family and changes in its ideals grew out of economic conditions chief of which were: a higher standard of living, the removal from the home of certain industries, by the development of the factory system of production, the increased cost of food and labor. The adjustment of the American family both native and immigrant to these rapidly changing conditions has proved difficult, has crippled the family life in various ways and obscured its ideals in greater degree as the family income was small.

To discover and remove the causes of instability in the family, which have their root in economic conditions is the present problem in home economics. Two fields of investigation are already well mapped out: i. e., the economics of consumption and the economics of the family. Economics of consumption is in large measure the economics of household expenditure. It outlines but leaves for a more complete solution, such problems as the division of income, definite relative values in food, shelter and clothing, the proposed "standardizing of the home", standardizing household labor, and saving of labor in the home. Two economic victories of recent years are worthy of mention: i. e., the pure food law representing a wide-spread demand for fair and healthful food returns for money expended, and the work of the Consumer's League, local in its effect as yet, but attempting to create a popular demand for fabrics and clothing which does not come from unsanitary factories and tenement houses and does not represent the exploitation of the labor of women and children.

The province of the economics of the family is the complete understanding of the family as an institution, and through this knowledge to discover the causes of conditions which now menace its stability and efficiency, and to suggest the cure. It involves the study of the family itself, marriage and the home, each in its economic and social aspect.

Progress in the science of nutrition suggests the possibility of raising the physical standard of the American people by better nutrition and of applying the principles of nutrition to the solution of social problems. It points out the need of a rational attitude toward food as a means of sustaining life and yielding energy, rather than a means primarily of pleasure or as an insignia of the wealth or social standing of an individual. Criminality, inefficiency, and mental deficiency have in such a large number of cases been traced to malnutrition either from a poorly balanced diet or insufficient food that the study and treatment of such cases occupies a distinct field of its own. The visiting dietitian whose work is not clearly defined but seems to have large possibilities assumed her vocation in response to a need of workers in this field. Schools have taken up the problem of nutrition in the school lunch experiments. The school lunch is not a relief measure nor a convenience merely, but is intended to be a means of education. Dullness, restlessness, viciousness, among pupils due in many cases to malnutrition may be



decreased by the properly conducted school lunch. It aims to provide well prepared nutritious food at a cost low enough to make it available to all; to supplant the ice cream cone, cake, pie or candy lunch; to teach slow eating and the enjoyment of simple food. It is hoped that the ideas taught may reach the home of the child and secure better feeding.

With the development of home economics its vocational possibilities are rapidly increasing. There is opportunity for the teacher, the trade worker and the dietitian. Beyond the field of gainful employment is the opportunity for social service. Either class of work can not fail to be full of interest to the worker, because of their wealth of human interest and the opportunities they offer for self development and individual initiative, through the constant growth of the subject and its applications.

GRACE FISHER

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## THE HOMEMAKER'S COMPASS

"Men build them fires on the hearth,  
Each under his own roof-tree,  
And the Four Winds that rule the earth,  
They blow the smokes to me."

From North and South, East and West, hundreds of young women in the next decade will come crowding to the shores of Lake Menominee to sit at the feet of Wetnomani and study "the four points of the homemaker's compass—Simplify, Classify, Jollify, Glorify."

Simplify means to reduce all matters of housekeeping to their lowest terms through a scientific knowledge of the work of practical living; to cease to hug the mouldy, decrepit, (even if venerable) past, and evolve out of it and the methods of today an intelligent medium in which the spirit of simplicity is dominant.

Said the prophet of old, "To everything there is a season, and a time for every purpose under the heaven." Who runs may read, for the meaning is clear. It is to classify, to administer, to eliminate irregularities and slipshod methods, and to set in motion the machinery that has a time for everything, a place for everything, and a justified reason for everything.

Jollify is to cultivate the singing-at-your-work spirit. Love the things you have to do, because you do them. Curb the habit of grumbling, fault-finding and complaining. "To take the old world by the hand and frolic with it," is Stevenson's recipe for joyousness. With pulses swift, a song in your heart, a cheer in your voice, the homely activities of housekeeping will never degenerate into mechanical drudgery, meanwhile worries will be turned to gladness.

Glorify the work of common living if you would be a worthy instrument of universal life. Be interested not only in the purity of the foods you buy, but in the welfare of those who sell them, not only in the perfection of your gown but in the well-being of your seamstress. In other words, "take no less thought for the things done, but more in the doers thereof." See to it that the grace of refinement and culture become not a lost art among you. Let not the shallow standards of ragtime music, ragtime literature, ragtime manners prevail in your community to weaken its moral force, but make the spiritual the dominant force to use material things for a high purpose, and "pitch the key of your own life so high that the dignity of your soul will rebuke shallow standards and disarm them of their power."

JOSEPHINE WHISLER HOBBS



## A JUSTIFICATION FOR THE INCREASING INTEREST IN GRADE WORK

The present agitation for manual training is making itself felt most strongly along the lines of grade work. Where the high school classes have shop work we see it being steadily introduced into the grades; and where the subject is being introduced for the first time it often begins in the grades. As educators realize its value to children, elementary manual training or, as it is commonly called, grade work, will become more prominent. Formerly the great value of this work to the older individual was thought to be through the gaining of practical or technical skill; but it is now believed that other benefits are of equal value. Those values are thought to be found in the formation of habits of concentration, careful observation, and the resulting mental discipline. There seem to be no reasons whatever why these habits may not be satisfactorily started in the grades.

Tool operation is most readily and quickly learned by a young person. We often hear the statement that tool execution or musical technique is difficult for a middle-aged person to acquire. As our pedagogy is to be backed up by psychology, a reference to the latter may not be out of place. We are told by all writers on psychology that the nervous system is more susceptible, and that the brain paths are more easily formed while the individual is growing. Therefore, bring in the technical work at the age when it is most easily acquired. Any person who feels the chagrin of being too old to grasp technique readily will appreciate this point only too well.

All people, whether teachers or not, realize the restless activity of the grade boy. His constructive impulse, his desire to be doing something, are continually evident. The healthy boy at this age is the nearest approach to a perpetual motion machine that has ever been seen. Why not give ninety minutes of tool work as an opportunity for the much needed exercise? It appears to be natural that this action would do a great deal more than book work to appease this desire for activity. This would allow us to direct the energy of the boy along lines which cannot be carried out without energy and a desire to work, so that again our pedagogy would be backed by psychology. And we, who have had little experience in that line, are told that the boy returns to his book work with redoubled energy and ability.

Another claim for the work for students of this age is that it fills their desire for something tangible and real. We are told that object teaching is absorbing to the pupils and that the impressions formed are durable and profound. The youth whose education has been gained entirely from books often feels an unfamiliarity with nature which an education along practical lines might easily prevent. The impressions which abstract verbal phenomena produce are incomparable with those made by real, finite objects. This gives us one more point for grade manual training; that it furnishes the growing individual with concrete forms for his use.

We often hear that if manual training is to last it must be made to co-operate with the academic work. An excellent opportunity for the desired co-operation is offered between manual training and English. What better subjects for clear, definite statements have we than the operations in manual training? If one attempts to describe the construction of an exercise, as, for example, in a lesson plan, he will see immediately that the opportunities for definite ex-



pression are unsurpassed. When a recitation in English is being heard the opportunity to bring in an exercise and to describe and discuss it should not be passed by. With correct English in mind, we, as teachers, may well pause for a time. We will find ourselves continually criticised by our fellow teachers if we are slack in our requirements in the line of verbal expression. So whenever a statement is made or a step explained, we should, realizing the possibilities for clear cut expression, insist that all explanations be in the clearest possible form.

As future teachers of manual training we will strive and expect to determine the most advantageous ways of appealing to our students. We will undoubtedly find that one very good method is to appeal to their natural instincts of imitativeness. We are constantly appealing to this in our demonstrations, and, when a model is passed for inspection, we are careful that it is one worthy of imitation. It is even said that the most successful teacher is to be the one whose ways are most easily imitated. Since this instinct of imitation is to play such a pre-eminent part for us, why not make the appeal to those who are most readily imitative? If we do this there will be no question as to the age of our pupils, for all admit that the grammar school period is characterized by imitativeness. We see the child's words and conduct greatly influenced by those with whom he is in contact.

We who defend the stand that grade work is not only justifiable but highly desirable, must be prepared to meet the advocates of the classical academic course. For example, we may meet one who argues that the boy should spend his time in the study of history. We may answer him in the following manner: Assume that the boy who is studying history has dormant ability as a tool maker. Which would be of the greater value to him, to spend two hours in the shop with fire and steel or to spend the same amount of time in a study of the Indian's substitutes for metals? Unquestionably the former has the more interest for him and would be the valuable part of his education. One of the early school systems to extend manual training into the grades was that of Baltimore. The board of education was called to discuss the matter, and almost to a man they expressed themselves as feeling that their children should have the valuable training which the work would give. Although they had not had manual work, they realized their resulting narrowness and desired to save their children from such a one-sided education. In their minds their obligation to teach their children to study was no greater than their obligation to teach them to work. Louis XVI of France would have made an excellent locksmith; but destiny, in the form of governmental machinery, imposed upon him a task for which he was totally unfitted, and the result was a short and unhappy life ended by the guillotine. Altho we need not fear this outcome, we may be committing as grave an offense by trying to make a second class lawyer of a first class blacksmith; and this only because the boy did not have an opportunity to show his dormant ability as a smith. The advocate of purely academic work would thus commit a very grave offense against a youth by not giving his inborn tendencies an opportunity to blossom into their full worth. And even more grave is the responsibility which one assumes who refuses practical work to the one who desires it, and even after showing his ability, is compelled to continue the classical road.

The value of this work is, of course, in some proportion to the number who receive it. While not seeking to lessen its value to each individual, we must appreciate the fact that the greater the number of students the more far-reaching will be the results. Take as an estimate



that there are ten boys available in the seventh grade and that only one of them will attend high school. This will give us the opportunity of reaching such a greater number in the grades than can be reached in the later school that we should appreciate this as being a strong point in favor of grade manual training. For a practical example, let us consider the seventh grade blacksmithing class as conducted at Stout Institute the past year. We find a great number of boys who will never be listed as students in the high school. For them this practical education is of major importance. The boys of this age naturally must work in stock of smaller sizes than high school boys but the educational values do not vary directly with the size of stock used. And, while the time consumed at this age may be more than a high school class would need, the work done by some of these seventh grade boys compares very favorably with the efforts of their older brothers. The best part of the experiment is this—that we know we are reaching a large number who would never be reached in a high school class in blacksmithing.

Another strong argument which must be presented is the fact that ninety-two per cent of the boys who leave school so early are to go into practical work, so that their education has its greatest value for them if it has been along practical lines. If they have no skill of hand developed, they will be at a disadvantage in competition with the boy who has a practical training even though he has had practically no school work of the usual kind. And, to go farther back than this, what of the boy who is thrown into the working class, perhaps with a mother to support, without any idea as to the work for which he is naturally adapted? For him it would have been a bountiful blessing to have given one-half of his last school year to one line of practical work.

As a conclusion, let us suggest that beginning with the sixth grade manual training be given to all in equal amounts. For those who will have to leave school at an early age, allow the amount of work to increase; while for those who are to be trained for academic lines of efforts let the work gradually diminish. This should be done because the best results are to be obtained when effort is concentrated along one line. Thus from whatever standpoint we approach the subject, whether psychological, pedagogical or practical, we have sound principles to support and justify the increasing interest in grade work.

I. R. DAVIS

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## THE APPRECIATIVE RECOGNITION OF GOOD DESIGN

The present system of education, so complete in many respects, is recognized as being noticeably weak on the aesthetic side. Art and drawing courses there are, but little is done to bring the instruction down to a practical basis.

Considered from the purely commercial standpoint, the furnishing of an aesthetic education by the state, is a business proposition that the state cannot afford to overlook. Ex-Commissioner Harris of the national bureau of education referred to the matter thus:

"Aesthetic education—the cultivation of taste, the acquirement of knowledge on the subject of the idea of beauty, the practice of producing the outlines of the beautiful by the arts of drawing, painting and modeling, the criticism of works of art with a view to discovering readily, the causes of failure or of success in aesthetic effects—all these things we must claim, form



the true foundation of the highest success in the industries of any modern nation. The dynamic side is needed, but invention of the useful does not succeed in controlling the markets of the world. The workers of a nation who are all educated with a taste for beautiful forms will give graceful shapes to their productions and command a higher price for them. The graceful shape and the proper ornamentation charm the purchaser and he willingly pays a higher price for the beautiful articles if made by an artist than if made by a mere artisan."

Now, what Dr. Harris says sounds well, and as a theory may be all right we will agree, but is it supported by actual conditions? Let us look about us and see where we go for the different commodities we want. In furnishing an ordinary home where most of us are not greatly troubled if the whole does not appeal strongly to the aesthetic side, provided the single objects hit our fancy, we can find if we take the trouble to inquire, American made products sufficient to comfortably house us. But when we want something especially fine in house furnishings, when we do put emphasis on the harmony between carpets, rugs, woodwork, wall-paper, hangings, and pictures, we get imported materials as a matter of course. But why do we look to certain Eastern and European nations for imports and not to all? Because the certain foreign nations turn out artistic products—those which appeal to the aesthetic taste. And why do they do this? Because the people, the so-called working people of these countries, have had an art education. Because they know good from bad and why their products are good or bad, or rather why their products are good and those of the unsuccessful competing nations are bad. For the same reason that England something over fifty years ago as a result of a comparison with the industries of France and Belgium at the London exposition of 1851, in which the inferiority of British products was clearly shown, established the South Kensington museum, displaying a collection of works of art showing their origin, history, etc., and from which loans of collections are made to be exhibited in the different cities of the realm, and at the same time established day and evening art schools in all the manufacturing centers, since which time England has steadily advanced in artistic workmanship, combining honesty of construction with artistic touch. For the same reason that the street urchin of Rome is said to know more of art, not the mere location of the objects to which the tourist makes his pilgrimage, but of the underlying principles, than does the art enthusiast who comes to admire at a distance and with awe, what the young Roman has lived with and fed upon since he began taking solid food.

When account is taken both of the thousands who are employed in some work directly dependent upon design, and the innumerable uses for a knowledge of good design, it would seem that the state were not only justified in including it in its prescribed public school course but were justified in doing nothing less. In looking about for examples of work not in some way ornamented, in many cases over-ornamented it is true, but still for articles affording no opportunity for design the overwhelming scope of the field for design and designers is forced upon the attention of the observer. Ability to draw and read drawings, combined with an aesthetic appreciation are the fundamentals of all manufacture, architecture and design.

The appreciation of aesthetic values, and what must necessarily follow, the beautifying of surroundings, leads to contentment in work, and as it is an established principle that the best work can be done under these conditions, this furnishes another claim upon public instruction.



for including practical art education in its curriculum, as the state is bound to furnish those conditions which tend to the greatest happiness of its citizens.

It is a philosophical axiom that we find that for which we look and that we become that about which we think most. Surely a cultivated appreciation of the beautiful cannot help influencing what we see about us in the world of nature and in the characters of our fellow men, and just as surely, a mind filled with a love for beauty and appreciation of it will not mould the character of its possessor in an ugly form.

"Well, what of it?" Just what is this much discussed aesthetic culture and how is it to be obtained? In its simplest sense it may be defined as love of the beautiful; and how obtain it better than as we obtain the foundation of the other phases of education—in the public schools? But, surely, you will say, this aesthetic culture cannot be acquired in the lower grades. A young child cannot appreciate it. No? Did you ever see a child who would not throw away a withered flower for a fresh one? But, will come the reply, the child is attracted by the bright colors. Then appeal to him by means of bright colors artistically arranged. Establish, as one teacher suggests, something that may correspond with the Japanese "shrine of beauty." Here, in one of the rooms of each Japanese home is exhibited a beautiful picture, piece of pottery or something similar for a few days at a time, then to be replaced by some other work of art. There is not the confusion which results from overcrowding, there is nothing to detract from the admiration and study of this one thing of beauty and it is not left in view long enough at any one time to lose its attraction. On the kindergarten or lower grade shrine may be placed a plant, a piece of pottery or a suitable picture for say a week at a time and the attention of the children called to the beautiful points in each.

A child can understand that spreading beef gravy, no matter how good the gravy, on forget-me-nots for instance, this being a popular pattern for china decoration, would not be well for either the flowers or the gravy, better perhaps that a person of more years who has become inured to that sort of thing, and if this can be kept in mind the probability is that when the time comes for him to buy dishes he will get plain white ones, minus the corrugated edge, or at most, decorated with a band. A child's movements are not angular. His first lines, unless he is forced to cramp his tiny fingers as the result of instruction, are large curves. He has not yet been educated to seeing the alleged beauty in a line resembling a piece of bent wire that might be fished out of the scrap heap, and there is a chance that if taken in time he may be able to see beauty in a vase form not made up of a mixture of curved and straight lines with bumps so frequent that the basic design is hardly distinguishable. A child with a vivid memory of a dismembered dolly, a demolished locomotive, or a missing top as the result of contact with papa's boots, can probably be led to appreciate the inappropriateness of a large rose design in the center of the rug placed where papa's feet first touch the floor when he arises to light the fires on winter mornings, and after a pointed argument with his pet kitten will be in a position to understand the bad form in changing the floral rug for the one with the roaring lion, surrounded with apple blossoms—this time for the sake of papa's feet and not the subject of the design. A child would almost see the incongruity of wall paper composed of rhythmically repeated church-yard scenes and might even question what kept the tomb stones, which even he realizes are usually of some weight, from slipping down the sides of the walls, and if he could see



this he might, with proper instruction, see more. A child might even question the good of gluing wedges and projecting tenons onto the outside of a piece of furniture just before finishing, a thought that might never occur to his parents, especially if the child knew that the joints were all of the butt type and the pieces screwed or even nailed together. But these are all extreme cases, you will say. Yes, but remember we are dealing with children now. Of course there are no examples of this kind or anything similar in your own homes. No thinking person would have the temerity and lack of tact to suggest it.

The question of color and color schemes is considered by some too advanced for the grades. This may be true as far as the reasons why two colors combine and why two others do not; but children can be told what colors do combine well and what to avoid and in this way absorb ideas on the subject though they may not be able to explain why. The foundation may in this manner be laid for more advanced work later on which could include the selection of colors best suited for the dress of the individual pupils, the effects of wearing stripes, plaids, or figured goods, large or small, and the different weaves, the latter being more advanced work in the line of textile knowledge gained in the earlier grades through hand and loom weaving. Color schemes, with house decoration, interior and exterior, naturally follow, and house decoration suggests architecture, for no matter how carefully the decorator goes about his work, if the bare walls of the interior or exterior of the house are not interestingly divided into masses by windows, doors, mouldings, floor lines, etc., the effect is never what it might have been had the architect been something more than a mere house builder. From the exterior of the house, its setting is the next step and this leads to landscape gardening and finally to city and town improvement.

There is a condition which must be altered, however, before very much can be expected of the school children, and that is the state in which school rooms, school buildings, and school grounds are found and left with no thought of change. In a booklet, "The School Beautiful" Superintendent Cary of this state describes existing conditions as follows: "The walls of our average school rooms, particularly in the country, are dingy and bare. If not bare, then covered with chromos and other disfigurements called pictures. To find a school room having properly painted woodwork, walls and ceilings, one must search far and wide among the country and village schools, while even in the city schools, rooms that appeal to the artistic sense are far from common."

Now how much of all this can manual training do for the next generation of citizens? As it was taught a few years ago, little. As it is taught today, much. As it will be taught in the future, judging from certain unmistakable tendencies, a great deal. Up to within a few years, the purely mechanical side was uppermost. It was technical skill that was sought. Little attention was paid to the outline and proportions of a model. The proportions were largely determined by the number of pieces that could be secured from a given piece of stock, and the outline and ornamentation were as dependent on the tool processes desired.

At the present time more and more stress is being laid on the design side of manual training. A course in design is not infrequent in connection with the work. To make the work concrete and definite seems to be the greatest difficulty encountered. The attempt is made to show that all design, whether it be in the composition of a masterpiece or the outline and dec-



oration of a book-stall end or cover of a stamp box, is governed by the same laws, the relationship between certain masses set off by the lines of the painting or drawing.

Mabel E. Stock separates the subject into three considerations, the thought, the principles and the technical skill. Under the first head is included the function of all ornament "to add interest to construction", to make more definite from the outside, whether it be building or box, what there is within, how the thing is put together, and for what it is intended. Every good design expresses something of the personality of the designer and the thought side of design is found in determining this personality, interpreting, if possible, the idea of the designer in this creation of his.

A design cannot be made off-hand and then applied with equal success to different materials, any more than it can be applied to different shapes or to objects intended for different uses. Each material has certain characteristics and the design for use on each should emphasize these and not attempt to hide them nor make the material appear what it is not. Now this sounds well, but how often do we see the principle violated? We stain our cheaper woods to resemble the more expensive. We run basswood through a machine and it comes out quartered oak. We decorate our rooms with panels clearly showing the mark of the wood carver's tool, but which are actually made by forcing a composition of sawdust and glue into a mould. Our hand carved furniture is decorated with glued-on ornaments turned out by machines by the gross. With our cement and concrete foundations we are not satisfied but have the face moulded to represent stone. We brick veneer the outside of our frame buildings—with tin. We write books on art and design, emphasizing the very point now being made, and the bookbinder uses a cover paper poorly imitating an oak grain. We laugh at but give little consideration to the condition which warrants the reply of a woman who, when asked where her husband could be found, responded, "Oh, he's got a steady job at the furniture factory, boring worm holes in antique furniture."

That the appreciative recognition of good design is desirable has been shown from the commercial as well as the aesthetic standpoint as it is the basis of national wealth, thousands of people being employed in some work directly dependent upon design. An attempt has also been made to show that even a young child can be led to see the incongruity of certain accepted designs of the present day, that the foundation for advanced color work can be laid at an early age and that in the manual training of today is found a means of teaching the appreciation of the true and the beautiful through good, honestly made models and a course of simplified principles of design.

In closing, the following comment on a course somewhat similar to the suggestions here given is quoted: "Such a course as this will certainly train a generation of better housekeepers and builders of cities than we have had before; but it will do more than that. It will bring beauty as well as neatness into lowly homes; and in dress, it will substitute harmony for the too prevalent discord and the lovely for the gaudy. Finally, it will raise the general level of popular taste and here and there it may discover a truly artistic spirit that might otherwise have been crushed."

LOUIS F. BEST, '07









BASKET BALL TEAM



# ATHLETICS

## BASKET BALL

The basket ball season of 1909-10 was a very successful one. The team won the majority of its games. The season was started with a deficit in the treasury, and ended a few dollars ahead, and succeeded in creating a little school spirit,—something that has been lacking in past years. The first call for candidates for the basket ball team brought out Churchill, Heuser and Heffelfinger of last year's team, Graven of Menomonie, championship High School team of 1908-'09, quite a few of last year's second team, and a bunch of promising fellows from the Junior class. Heffelfinger was elected captain and coach, and practice started in earnest. The material looked good and prospects for a fast team were in sight.

Manager Beckmann immediately got busy and arranged games with such teams as U. of Minn., St. Olaf, St. Paul Y. M. C. A. and Dunn County Normal. Much of our success is due to the way Beckmann handled things. The first game on our schedule was against the Dunn County Agricultural team. This game aroused a great deal of enthusiasm among the students and town people. The county team was picked as easy winners but Stout was a dark horse. The game started with the following line up for Stout: Churchill and Graven forwards, Heffelfinger center, and Richards and Pitman guards. It was our game from the start to the finish, the Aggies were never dangerously near at any stage of the game. The clean, fast team work of the Stout team was a surprise to many of the spectators and soon won them over on our side. The game was somewhat marred by Heffelfinger and Jackson playing under Marquis of Queensberry rules and both being disqualified by the referee, President of Dunn County Agricultural School, Professor F. R. Crane. The final score was 28 to 18 with Stout at the large end. The second team made it a double victory by winning from the County Normal team in a well played game,—score being 16 to 15.

On the 7th of Jan. we took River Falls Normal into camp by a score of 52 to 18. Heuser and Nichols played in this game. The work of Churchill and Richards was fine, both being invincible. The second team beat the Aggie seconds again in a hard fought game.

We traveled up to University of Minn., on the 8th of Jan. and met our first defeat in a game with the varsity team. The game was fought hard from the start to finish. Our boys played hard to the last minute, for which they deserve credit, when one considers what they were up against. It was their first game at intercollegiate rules and Minnesota used about 12 men in the game. While we did not make much of a showing against them, we did better than they expected us to. The playing of Richards was a great surprise to them. The final score was 36 to 8.

The Saturday night following the Minnesota game the two basket ball teams were entertained by their loyal friends of the gentler sex. We all had a dandy time and voted the girls were jolly good fellows.

The next game was with St. Olaf college January 28 on our floor. This was the poor-



est exhibition of basket ball that the team put up this year. Churchill was sick and should have been on the bench, but we had no one to take his place at that time. The final score was 27 to 17 in favor of St. Olaf.

Feb. 4th we defeated St. Paul Y. M. C. A. without much trouble by a score of 39 to 20. Graven did the larger part of the scoring.

"Hurrah for Minnesota Freshmen!" We can afford this because we took them in tow after 40 minutes of the hardest kind of playing on Feb. 11. This was the best game of the season. We were tie twice during the game and never more than three or four points apart, and at the end of first half the score stood 14 to 13 in favor of the Freshmen. The team played exceptionally good ball. Richards and Pitman stuck to their men like leeches. Blank, a substitute who played in Churchill's place, surprised everyone by the aggressive way he played throughout the entire game. The game was somewhat rough which was due to intercollegiate rules. The final score was 23 to 19 in favor of Stout.

We ended our schedule by playing St. Olaf College at Northfield Feb. 2 and being defeated by score of 44 to 17. The team was in poor shape, Churchill having a crippled hand and Heffelfinger being absent having missed the train. But with these disadvantages the team gave a good account of themselves. The fellows spoke very well of the treatment they received. The second team played quite a few games with High School, Elk Mound and County, but were not as successful as they might have been owing to the first team taking several of their men at different times when they would get to playing well. They deserve credit for good practice they gave the first team. As only two men from the first team graduate this year, prospects for a good team next year look very bright. Everybody boost for a good team next year.



BURLESQUE BASKET BALL TEAM





"BECKIE"

The first success of the Basket Ball Team was electing "Beckie" as manager. His first move was the organization of the Tag Day, which was a great success and put the association on a sound financial basis. The schedule he arranged was the best Stout ever had. When "Beckie" left to take a position, the success of the team was assured by the excellent way in which he had things shaped.



PHYSICAL DIRECTOR

After "Beckie" left "Hank" was elected to fill the position as manager of the team. He was elected to this position because he had shown his ability along such lines by handling the "Skidoos" of North the preceeding year. "Hank" proved his worth by ably filling "Beckie's" position.



"HANK"





"BILLY"

"Billy", captain and center, was the heart of the team. His favorite yell, "Come on, Bud", would cheer the boys to action, even if they were facing defeat. "Billy" was a stout lad and possessed some prize fighting abilities which he demonstrated in the County game. Ask Jackson. "Billy's" wonderful jumping usually secured the ball for our team from center. He knew the game thoroughly, was cool-headed, and always knew just how to run the team. Some of his hobbies were dribbling and one-hand shooting. He had these two plays down so well that it always puzzled the opposing team to cover him.

One thing worth knowing about "Billy" is that he never stays out late the night before a game, but instead buys his girl a ticket to the show and goes to bed early so he wont MISS THE TRAIN.

Floyd V. Churchill, generally known as "Bud", easily held down a forward position on the team. He had a great eye for the basket and at times could toss them in from any part of the field. "Bud" was one of the most unlucky players on the team. During the most exciting part of the season he had the misfortune to break a bone in his right hand which disabled him for a couple of weeks. During these two weeks the most important game of the season was played.

Too much credit cannot be given to "Bud's" lady trainer for keeping him in condition. "Bud", give me that pipe."



"BUD"





"PETE"

"Pete", captain of the 1908-09 Menomonie High School Basket Ball Team, that won the state championship, had no trouble in making good on the team as a forward. "Pete" was one of our best point-getters, and his good work continued all thru the season.

"Pete" plays basket ball because She loves it. She loves it because "Pete" plays it.

"Rich" was picked to play left guard and the way he did it was the biggest surprise of the season. He was in the game from start to finish. "Rich's" ability as guard is shown by the fact that he held Capt. Hanson of the Minnesota University down to two points, a smaller number than any other player ever held him down to.

There is no doubt that he was a favorite with the ladies for they were often heard to say, "Isn't he cute".



"RICH"





"PITT"

"Pitt" was a cool, reliable guard as long as he kept paper and cardboard from entering his mind. He did exactly what he was told and covered his man well. Too much credit cannot be given to him for the way he broke up the team work of the opposing team.

"Pitt" was the only one of the team who asked to have the chimney padded because frequently his head came in contact with it. When "Pitt" came to school the day after the game, his face was usually decorated with plasters of all colors, those of Dr. Till being most prominent.



" ——— "

Although "Blank" did not report for basket ball until late in the season, he easily made good, and successfully filled "Bud's" position when called upon. "Blank" was very aggressive, and had a good eye for the basket. He was the quickest man on the team and nothing but the "kissing girl" could get him excited, unless it was celery soup.





"GABE"

"Gabe" (sub center) is a man of great strength and possesses considerable fighting ability. He demonstrated this at the County game and at Glenwood. "Gabe" is an old foot ball man, consequently, he has those wonderful rushing tactics which carried many a player who came in contact with him off his feet. Whenever he played basket ball the left side of his face looked swollen—some maintained that he had the tooth-ache. I wonder if he did.



"NICK"

"Nick" might well be called the utility man of the team. He played any position on the team with the same degree of speed. "Nick" hails from California, the place where most of the prize fighting is done, consequently the fighting spirit was still in his system. This was very evident in some of the games he played. Although "Nick" was not called into action very much, he gave a good account of himself while there.





"NOISY"

Although now a dignified teacher of manual training, "Noisy" was once at the head of the rooting department of Stout. "Noisy" played guard and gave a good account of himself when called upon to play. It was his plan to play the game over two or three times in the cabinet making room the next day.

When playing basket ball, "Noisy's" mind was never really on the game, but was centered around the fair one who was anxiously watching to see him play the star game.



"TOUGHIE"

"Toughie", mascot and rooter, is one of the M. H. S. students. It was a delight to hear him root away at the umpire or referee when a poor decision was made. The only place that "Tough" didn't dare root was at Glenwood. "Tough" used to be on the floor with the rest of the team while they warmed up for the game. Some of his fancy basket shooting often brought applause from the spectators. "Tough's" motto is: "I love you pretzels, but no more cigars".





BASKET BALL RECEPTION



# HUMOROUS

## THE PHILANTHROPIST

No, gentle reader, this is not a scene of inebriation, or a picture of the morning after; simply two views of our class-mate, T. Grant Raitt. The one shows him proceeding to the creamery for a jug full of butter-milk, and the other as he appears after getting it. That joyous expression never leaves his face till the little brown jug is empty.

Mr. Raitt came from Durand to Stout Institute in the fall of 1908 a thin, rather dyspeptic looking person, but with an unlimited fund of good humor and stories. On the advice of his doctor he began to drink butter-milk for his health. Every Tuesday and Saturday you could see Grant going toward the factory for a supply of the acidulous fluid. Saturday mornings while in the elementary wood-working room he would stop countless times, reach under his bench, swing the jug upon his right arm with a dexterity gained by long practice, apply his mouth to the jug and gaze affectionately at the ceiling for at least five minutes. Other members of the class became addicted to the habit, and it was found necessary to have the jug replenished frequently.



This year Mr. Raitt has taken to drinking butter-milk at his meals, it being an authentic fact that he usually consumes as much as ten glasses during the repast. Mr. Raitt says that the hardest part of the butter-milk cure is the carrying it home. But lately we have noticed some of the girls lugging a jug down Broadway, and it is suspected that they were gallantly helping him out. Of course, we all know that they would do anything for him.

Mr. Raitt says he intends to establish a sanitarium at Durand in the near future, in which special attention will be given to people who are taking the butter-



milk cure. A creamery will be run in connection with the sanitarium, and butter-milk furnished free to the patients. Such an establishment in this pretty little suburban town will doubtless call the attention of the surrounding country to the fact that Durand has long been neglected, and that such latent possibilities have been lying there dormant, only to be called into life and activity by the unlimited ingenuity and perseverance of its townsman, T. Grant Raitt.

Below are given a few of the newspaper comments on the intended action of Durand's benefactor.

**Pepin County Courier:** The news has been received at this office, as we go to press, of an intended Butter-milk Sanitarium to be located at Durand. The generous philanthropist, Mr. T. Grant Raitt, is to be congratulated on his good intentions, and we feel sure he will be given a hearty support by everyone in this community. Ye Editor (Dad Knowles)

**Durand Town Talk:** The rumor has been confirmed that Mr. Raitt, our fellow citizen, is really going to build a Butter-milk Sanitarium on the outskirts of our thriving little city. We understand that during the two years he has been at Menomónie he has been called "Old Butter-milk", after the spirit of the town, on account of his almost extreme liking for that beverage. Mr. Raitt has shown himself in his true spirit in deciding to locate his proposed sanitarium here. We would suggest that instead of applying the epithet "Old Butter-milk", it be changed to "The Butter-milk Benefactor". While regretting that our contemporary city has failed to appreciate him, we extend to him our hearty sympathy and co-operation, hoping that he will be successful in his undertaking.

**Irvington News:** While busy voices have been carrying back and forth the rumor that a Butter-milk Sanitarium is to be located at Durand, we have been equally busy in confirming it. The matter can be denied no longer, for authentic reports have been received at this office that Mr. T. Grant Raitt is the man who has thus wisely decided to spend his money. We are glad of the opportunity which has come to our neighboring city, and sincerely hope she will "wake up" and not let this glorious chance slip by.

The Editor (Push)





## TO MRS. NESSER

Along our halls she oft is seen,  
A-wielding brush and broom,  
Like Old Dutch Cleanser, chasing dirt  
From out each hall and room.

She works all morning, noon and night,  
The microbes then must leave;  
And o'er the towels in chemistry  
She's often known to grieve.

She doesn't like the D. S. girls,  
She merely tolerates the boys,  
And in the hardest kind of work  
She finds her only joys.





## TO OUR ENGINEER, THOMAS L. THORSEN



One of the hardest workers at Stout Institute is our engineer and electrician who is familiarly known as "Tom". Any person who has ever been called upon to fill a number of positions at once, as some of us will probably try to do next year, will greatly appreciate his work. The manifold duties of the Stout Institute engineer make the chair of engineering something to be shunned by the inexperienced man.

But our friend "Tom" has a pedigree that compares favorably with all, even with that of M. W. Heckmann, editor-in-chief of our Annual. Beginning back twenty-five years we find "Tom" at work in his native land of Norway at marine work, and as a journeyman and machinist until 1896. Then he was called to Menomonie with Knapp, Stout & Co., where he remained until 1902. He worked as a tool maker, electrician and contractor for six years, until 1909, when he came to help us out at Stout. Even Mr. Elzinga will admit that there is one other in the school who understands foundry work, and Tom is the one to whom he refers.

These in brief are his qualifications, but our ever-ready friend is most strongly appreciated when, at odd times, he turns on the "juice" to enable one to turn out stock for the destroyer of our forests, the sixth grade carpenter.

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Betty Botter bought some butter,  
"But", she said, "this butter's bitter;  
If I put it in my batter  
It will make my batter bitter;  
But a bit of better butter  
Will but make my batter better."  
So she bought a bit of butter  
Better than the bitter butter,  
And made her bitter batter better.  
So 'twas better Betty Botter  
Bought a bit of better butter.

(Exchange)

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Miss Blake—(In drawing class)—"Aren't these cupboards like the ones we have down in our room at the Annex, Mr. Clark?"

Mr. Clark—(Much embarrassed)—"Really, Miss Blake, I don't know".







## ANNEXAWATHA

On the shores of Lake Menomin,  
By the shining lakelet water,  
Stands the Annex, broad and stately.  
From without a watchman guards it,  
Guards it well thruout the night-time.  
And a room within the portals  
Sacred is to Meesa-Kon-Lay.  
She, the chieftess, ruling wisely,  
Keeping tab on all her people,  
Every dance and regulation.  
All her people, clad in gingham,  
Wearing blue and striped gingham,  
Heed the warning of their chieftess.  
Chafing dishes are not lighted  
Till august permission's granted.  
Study hours are still and silent—  
Circumspection is the pass-word.

Then a word about each inmate.  
Ethel Irwin—nicknamed "Lemon",  
Lemon, full of caustic comment.  
She whose nose is nipped by weather,  
Frosted in the chilly morning.  
And her roommate, Hazel Barron—  
Dignified, but fond of skiing—  
Yea, the twain are fond of skiing.

Elsa Groll comes next in order,  
Practical, and interested  
In the price of eggs and butter.  
Fond of thrifty household duties.  
Then her roommate, "Lovin's" Ziegler—  
Prone to pinoche and pickles,  
Finds a soulmate now in Daisy,  
For 'tis "Ziegy" now, and "Zummy",  
And the two are very chummy.

Rose, perhaps the youngest Senior  
Of all those who are among us,



Is so very gay and joyous  
The good spirits are infectious.  
When Grace Hodgkins met misfortune  
John's devotion did not falter,  
For he sent her constant tokens  
In the form of flowers and candy.  
E'en a phonograph—a blessing  
To the dwellers in the Annex.

There is Alee, she whose singing  
Oft is heard thruout the Annex.  
Sweet the songs are, well we like them,  
And our chieftess seems to like her.

Sweet Marie, that gentle maiden,  
Is beloved for many reasons.  
Smith may be a plain cognomen,  
But perhaps she'll some day change it.  
Lillian Ring and Marcia Potter  
Have a room in peaceful concord.  
They are quiet, studious maidens,  
And tho Lillian is quite partial  
To the masculine attention,  
Men are scarce, so she is patient.  
She will get a good position—  
Why should she be interested  
In the Manual Training students?

Charlotte, musical and cheerful,  
Ever smiling, ever jolly;  
Nothing ever seems to vex her,  
But we have a faint suspicion  
That her diet interests her—  
That she never is so happy  
As when eating tempting dishes.  
How can she remain so slender,  
Be so willowy and sylph-like?  
Quite a contrast is her roommate,  
Daisy, Ziegy's boon companion.  
She is portly and substantial—  
Such a serious-minded maiden.



Then the next two girls have "crushes".  
Cora Kempter finds in "Schooney"  
All the requisites of friendship.  
While Claire Miller goes to third floor—  
There with Josephine she's happy.  
Fern—Miss Winter—once was doubtful  
As to whether cows had gizzards.  
Callie is our graceful dancer.  
She is equally successful  
In the Highland-fling and  
In the Spanish waltz so graceful.  
Traveling "Trav" she often mentions,  
And it seems he's very traveling.

Edna Bryden, of the Lake room,  
Famous is for chocolate pudding.  
She is also a disciple,  
Most devoted to Miss Perkins.  
Hester Wieman is a maiden  
Fond of good things in her diet.  
With heroic resolution  
She gave up desserts and candy  
For the whole long Lenten season;  
And with bread and cream and sugar  
She consoled herself, and wondered  
If this Lent would ne'er be over.  
Gretta finds some strange attraction  
In the cities to the westward,  
There she often spends her Sundays—  
Spends her Saturdays and Sundays.

Helen tries to rule the Lake room—  
Rule with undisputed power;  
But she has rebellious subjects.  
Thus they have some grand upheavals,  
Silenced only by the darkness  
Which envelopes all the Annex  
When the dimmer burns no longer.

Then ascending the broad stairway,  
Often dark and full of danger



When our chieftess, Meesa-Kon-Lay,  
Has not deigned to light the Annex,  
Past the telephone, more busy  
Since the coming of the spring-time,  
Which, with gentle breezes summons  
Those who walk and talk together.  
Thus ascending, we'll consider  
In their proper turn and order  
All who dwell in second story.

Etta Barnes and Marion Mason,  
Partial are to M. T. Juniors.  
With Bob K. and Mr. Dalmann,  
Oft they dance, or stroll and wander  
By the shores of Lake Menomin.  
Zita and Florence are like sisters,  
Both beloved by our preceptress  
And by others in the Annex.

The next room favored is by "school marms",  
Tho they are not old and cranky.  
First, Miss Reiss and Lenna Baker,  
The latter known to those who love her  
By the charming name of "Banty"—  
Not so charming as expressive.  
Hazel is no longer with us,  
But Miss Scott her place has taken.  
Scotty, studious, but jolly—  
Very fond of "sauteed" oysters,  
Heard to wish for matrimony.

Rip and Schooney live together,  
Very different from each other.  
Harriet's voice is soft and gentle,  
Often heard on first and third floors.  
Ava's laugh and voice are shriller  
Under stress of strong excitement,  
As when water in the showers  
Does not answer to her bidding;  
And her shrieks fill all the Annex,  
And we hasten to her rescue.



In the front room, Ada Morgan  
Dwells in peace with Lillie Otto.  
Lillie is a new addition  
To the family in the Annex;  
Lucy Dayton used to room there.  
Nothing vexed this little maiden  
More than having people call her  
By the nickname, Juicy Satan.  
Then Miss Kinyon, the industrious,  
Filling all her hours with labor.  
She who was so long connected  
With the school in Minnesota  
That we fain would wish to call her  
Pillsbury's Best—so full of merit.  
Dwelling with her is a maiden  
Known as Ruth—a quiet maiden,  
So sedate and slow in motion.  
She and Ada are united  
By a lasting bond of friendship.

Leone is so seldom present  
When the bell rings for the meal time  
That we wonder if she'll be there  
When the horn of Gabriel soundeth.  
Wolfy, in the dead of winter,  
Spends her spare time reading novels.  
But when spring comes, gets spring fever,  
And with various M. T. escorts,  
Strolls, and studies human nature.

Marjory Claycomb comes from Brodhead,  
But 'tis said she often mentions  
Galesburg—What can be the reason?  
Irene is so small and dainty,  
Lovable for all her virtues.  
Knowing the dangers of consumption  
Because of Dr. Egdahl's lectures,  
She, in cap and woolly sweater,  
By the open window slumbered.

Ella Butz, whose hearty laughter  
Often issues from her lake-room,



Is a very zealous teacher  
And a student of high merit.  
Alice Chase, known to some people  
As the ever chasing Chasey,  
Works by spurts—is very busy—  
Hasn't time for any pleasure  
For awhile, then takes it easy  
Till another spell of labor.

In the lake-room dwells Ruth Jordon,  
Known as "Ma" by her young roommates.  
Juniors they, and she a Senior,  
So they need her kind protection.  
But 'tis said that since the advent  
Of the balmy, springy weather,  
Mother Jordan oft has left them  
While she strolled about the country.  
Miriam Hooker also dwells there.  
The profession of a doctor  
Fills her heart with admiration.

When the builders planned the Annex,  
On the third floor was an attic.  
But more rooms were sadly needed,  
So they fixed them as you see them,  
With small closets and low windows,  
Hardly room to turn around in,  
And less room to put your things in.  
Dwellers of the other stories  
Often gather round this railing  
To survey the scene below them,  
Which is sometimes very thrilling.  
Rows of shoes and socks resplendent,  
Worn by youths so very restless,  
Conscious of the eyes upon them,  
As they wait for fair companions.

Bik and Kate and Elma Thompson,  
All have separate rooms to live in;  
But they are not often lonesome



For the others often join them.  
"Hurry, Bik! Why, arn't you ready?"  
This resounds thruout the Annex  
From the rising bell till dinner.  
And the answer—the same answer,  
Always floats down to those waiting,  
"Wait a minute! I am coming!"  
But her "minute" is a long one,  
And its length increases daily.

Elma, known to us as Tommy  
Varies things by constant changes,  
Lives with Parker, then with Binzel.  
Tommy took the dancing lessons,  
Much excited and declaring  
That she surely could die happy  
If the waltz step she could master.

Patty's popular and pretty,  
With so many dates to manage  
'Tis no wonder she forgets them;  
And she must use her resourses  
To bring order out of chaos.

Carrie Beckfelt and Geneva  
Have a room remote from others,  
But Geneva is so quiet,  
When within the Annex portals,  
That Miss Conley never chides her.  
Carrie, tho, is somewhat noisy,  
And her jigging shakes down plaster  
On the studious ones below her.

Ruth, known to her friends as Peter,  
Never wearies of relating  
Tricks and traits of canine wonder.  
Hamilton, whose numerous pictures  
Cover every nook and crevice.  
Louise Binzel is so skillful  
In her cooking and her sewing



That we look behind her training  
For some native German instinct.  
Josephine is late in rising,  
Just as late as she is early  
In retiring in the evening.  
In Milwaukee she is partial  
To a youthful swain so handsome;  
But at Stout she is contented  
With a more mature companion.  
Avis M. and Ina Gerritt  
Live across from Ruth and Binzel.  
Tho the room is small and crowded,  
Four are almost always found there.  
Ina spends her leisure moments  
(Few they are, and far between, tho,)  
Playing solitair' with pleasure,  
While her roommate sweetly slumbers—  
Dreaming dreams of home and mother.

Now the Annex has been pictured—  
All the dwellers—all their troubles—  
All their striking traits and features  
Have been mentioned and remarked on.  
With the opening of next school year,  
Other roommates—other soul mates  
Will fill the places of the Seniors  
Who have left us—who are teaching.  
Other pens can tell their story—  
Other scribes relate their trials.

---

Junior Girl (in Psychology Class): "All you need to do is to mix good ingredients and you obtain good results."

Mr. Harvey: "I don't think so. Our servant girl, I believe, knows good ingredients but does not get good coffee."

Junior Girl: "Probably you do not buy good coffee."

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Mr. Buxton (tells Design Class) "I am considering a system of marking negatively so it will take off good work handed in later on."







## "THAT COLD SATURDAY"

Of course that Saturday turned out cold but who ever heard of a day set for a picnic that wasn't rather unfavorable? We were not the ones to be prevented from carrying out well laid plans by a little breeze, so with plenty of wraps and several very promising looking baskets which our hostess, Mrs. Elzinga, had packed, we started in three boats for The Point.

"Tommie" had an exceedingly hard time keeping his oars in the oarlocks but the girls said they really didn't mind getting splashed with water, so he didn't feel very bad about it after all.

It was an awful task to keep our friend "Mike" from investigating the contents of those interesting looking baskets but, with promises of good things to come, he was quieted.

Then something soft and white and very cold came sailing gently downward and lit on Miss Wold's fair cheek and we realized that it was beginning to snow.

We gained the Point in safety and took our stand in the shelter of the cottage. As if by magic Mr. Elzinga had a fire started, and we saw that with his capability he had no need of us so we congregated on the front porch.

Anyone passing by would soon have heard the sound of many feet, Mr. Shove and chorus singing, "Happy is the Miller who Lives by Himself," and above all, Miss Libby's familiar voice giving such directions as "Salute Your Partners", "All Join Hands and Circle to the Right", or "Grand Right and Left".

But what was the pleasing aroma which came stealing around the cottage? Coffee! Such as even mother never succeeded in making, and silently one by one we all stole back to the fire.

The lunch was spread on the back porch of the cottage. During the last moments of its preparation Mr. Jackson shouldered his "rusty trifle" and stood guard and the rest of us gathered around the fire, Miss Kernan's hair getting curlier and curlier in the dampness and Miss Woodward's straighter and straighter. Yet even the cruel grief which assailed Miss W. at this was soon forgotten in the delights of the wonderful lunch which followed. (Now Mrs. Woods you know you drank at least five cups of coffee.).

That there was laughter you would deduce from the fact that Mr. Eliason was there. We ate and ate, and yet there were many wieners left. And we all sighed and said, "If she only took boarders", and then we all ate some more, and pitied the boys who played ball and didn't come. But there came a time when we could eat no more and yet there was more to eat. We assisted Mr. Peart to rise and we went on our way rejoicing, everybody feeling he had had a good time in spite of the inclement weather, and joined in with Miss Kronschabel's war whoop.

R. W.

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## DOMESTIC SCIENCE SENIOR

"Teachee, teachee, alla day teachee,  
Night markee papers, never sleepee,  
No one kissee, no one huggee,  
Poor old maidee, no one lovee."



## HOUSEHOLD EXPENSES---HOW TO KEEP THEM DOWN

By Fannie Ferritt Harmer

This subject has been treated on in so many of the periodicals of the day that I hesitate to offer any suggestions, and only the fact that practical experience has proved my point induces me to write to the ladies of Stout Institute on—Household Expenses—How to Keep Them Down. I have found that the best way is to have a hole about three hundred feet deep, (an old well will do for this if you do not happen to have a shovel handy) put the expense in the bottom of this and cover to the top of the hole with earth intermingled with rocks, (those made by the Junior class will be of sufficient hardness) and place over this a store, a house, or even a small building like Stout Institute. Because of its crowded condition that would be heavier and serve doubly well. I have found this experiment unailing in keeping Household Expenses Down.

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## LENTEN SACRIFICES AT STOUT INSTITUTE

Contemplation of the 100 calorie portion,—D. S. Seniors.  
Wearing of uniforms,—Helen Lantz.  
Class parties,—Everybody.  
Going with the girls,—A. M. Cornwell.  
Plays,—Citizens of Menomonie.  
Strawberries and watermelons,—Charlotte Winternheimer.  
Giving up the desserts I don't care for,—Hester Wieman.  
Slang,—Marie Smith.  
Gum chewing,—Miss McMillan.  
Excuses,—Miss Fisher.  
Bridge parties,—Miss Conley,  
"Eggs,"—Marjory Claycomb.  
Men,—Ethel Irwin.  
Shower baths,—Ava Ripley.  
Going to bed at 7:30,—Mabel McBain.  
Settling bills,—Irene Walker.  
Notebooks,—Ella Butz.  
Asking questions,—Nettie Williams.  
Dreaming,—Gretta Monroe.  
Same girl,—Chas. Vanderhoof.  
Loafing,—Lenna Baker.

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"Willie had a little tack,  
Stuck it into Johnnie's back,  
And replied, when John objected,  
'Don't be scared, its disinfected'."



## BY THEIR WORDS SHALL YE KNOW THEM

- "Draw up your chairs."
- "That isn't right my dear."
- "Girls, you are doing too much talking."
- "Now is that exactly what you mean?"
- "This house has changed hands."
- "I'm little, but my heart is big enough to hold you all."
- "So much for that."
- "What am I ever going to do with you people that use only two legs of your chair?"
- "Ladylike conduct at all times is expected."
- "Where are Miss Lantz and Miss Rader to-day?"
- "Girls, you must do this, it is a class exercise."
- "Where is my wandering boy tonight?"
- "Everybody happy this morning?"
- "Alright, just a little faster please."
- "One more coat of varnish and my canoe will be ready."
- "How unfortunate."
- "Oh, is that so."
- "Absolutely no excuse whatever."
- "Perhaps."
- "Maybe."
- "Yes, I can see where that might do."
- "What of it?"
- "Give illustrations."
- "Pure consecrated rot."
- "You want too much latitude."
- "Absolutely rotten."
- "Now you are making a noise like something."
- "Absolutely, pedagogically and psychologically wrong."
- "Well, how are you stacking up today?"
- "Gentlemen, what's the meaning of this procrastination?"
- "What means this outburst of uncontrollable merriment?"
- "Judging from my experience."
- "I have equipped twenty-three manual training schools."
- "Why, Gee Whiz man!"
- "See here, young man!"
- "You will never make a mechanic."
- "Not a man in ten thousand knows this kink."
- "You men must tink. Use your brains."



This page is tenderly dedicated to Miss Perkins and all subjects thereto pertaining.

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Miss Groll (drawing a diagram of a yeast cell): "This is a typical cell."

Miss Perkins: But where is your bud, Miss Groll?" (Class laughs.)

Miss Perkins (later—confidentially and privately addressing Miss Groll): "Yes, I am sure, Miss Groll, that we have furnished enough literature for at least one page in the Annual."

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Miss Perkins' Biology Examination:

1. "What is a 'dust garden'?"

The question was successfully (?) answered by every Senior, and we quote a portion of Miss Jordan's discussion which was particularly good.

Miss Jordan: "Clouds of dust are everywhere, and on every dust particle are found millions of bacteria. All of our large cities are dust gardens,—in fact the whole universe is a dust garden, and man's fight is against it.—Oh, pshaw, I can't bluff any more."

Miss Perkins: "Well, anyone with any intellect would know what a *dust garden* is."

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Miss Harvey: Father, what is a *dust garden*?"

Father: "I am not to be perturbed by such trivial matters, and in all my experiences I have never met with a dust garden. Of what practical use is it?"

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Miss Perkins: "Does the portal vein run thru the liver?"

Elsa Rawlings: "No, it is just stored there."

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Miss Perkins (Chemistry): "What would happen if the freezing point of water was at 40° instead of 0°?"

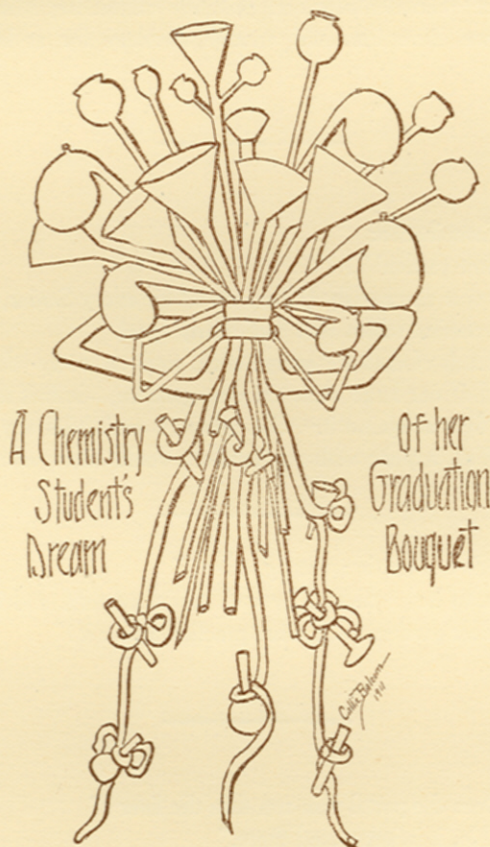
Miss Kaestner: "WE couldn't go skating."



## I'VE FLUNKED MY "CHEM"

I stepped from out the "chem" room old,  
My head downcast, my face once bold  
Had lost its boldness. Trees were brown,  
And Fall's rich beauties shone around.  
Yet I disdained to notice them  
As loud I groaned—I've flunked my "chem".

Again I stepped from out that room.  
King Winter, monarch now of all,  
Sent down the north wind in its race,  
Its icy blast full in my face.  
I felt it not for in my mind  
Was a colder fact, "Chem 69."



I saw no beauty, felt no thrill.  
Drank in no splendor from yon hill.  
A million sparkling crystals small,  
Awoke in me no answering call.  
I saw a frozen world—In pain  
I mumbled still—"I've flunked again."

Once more I stepped from old "Chem Hall",  
Deaf to the springtimes' joyful call.  
I thot of Maud a-making hay.  
Knew if the judge'd studied "chem" he'd say,  
"Of all sad words of tongue or pen,  
The saddest are these, "I've flunked my  
"chem."



## SENIOR COOKING DEMONSTRATION

Time 10:30 a. m.

Floris Culver

"Now, it is time for the lesson to begin. I'm going to attempt to demonstrate this forenoon the various ways in which cold potatoes may be utilized. Doubtless you all know the more common methods such as frying and creaming, and I shall endeavor to bring before your notice some of the more attractive ways of preparing this frequently occurring article of food.

The first dish for your consideration is that of potatoes baked with cheese. I searched in vain for an aesthetic name for this concoction but, even with the assistance of Mrs. Hill, I failed, so we will continue to call it potatoes baked with cheese.

If you ladies are not familiar with Mrs. Hill I advise you to purchase one of her invaluable cook books. I have found it indispensable in the kitchen.

The first thing to do is to select a baking dish and butter it well. Just here I may speak of the small paint brush which is so useful for this purpose. After expending a small fortune on several dozen you may by chance find one that will retain its bristles, and if so, carefully lay this one aside to avoid loosening the aforesaid appendages. As I have no baking dish at hand I will use this small pie tin as a substitute and proceed as before. Place a layer of potatoes on the bottom of the tin, sprinkle with cheese, salt and pepper, and moisten with egg-mixture. Repeat this process. By this time you all know I'm going to do the same thing again. I will sprinkle the top with paprika as it is useful as well as ornamental. Color schemes should always be carefully considered in preparing a dish.

Now, what kind of an oven do you think you would need to bake this in? Consider the ingredients, think thoughtfully. (Pause)—Well, I'll tell you later. Potatoes are a very old dish, hundreds of years ago on the Ides of March Caesar was no doubt partaking of them".

Miss Spohr: "What are you going to do with all of the egg-mixture you have left?"

Miss Culver: "Oh, well, I'd add some more. Guess I'll make another dish. No, I won't either, there won't be any point to that except that you'll have more to eat.

The next subject we'll take up for discussion is potato soufflé. This is even better than cheese soufflé.—Every kitchen ought to have a sprig of parsley growing in the window, it's so nice for garnishing. Of course, you can get it in large quantities for small amounts at the green house. But, to go back to our work, we'll boil the potatoes gently, put them in a towel and wring the ends well. Baked potatoes cook by steam heat. If they get hot in baking there is liable to be steam inside which must escape to prevent sogginess. I suggest an ordinary safety valve.—I suppose you all think I'm going to turn on the gas now but I'm not for that would be wasteful.

Let us consider the potato salad. Did you ask what marinating was? Well, that's simply a process of hydrating with oil and vinegar."

Senior: "What proportions do you use Miss Culver?"

Miss Culver: Mrs. Hill is good on that. Now if one of the ladies will kindly turn on the gas I'll be much obliged. I'm going to melt this butter. You see why? Simply because it is much easier to handle. I'll separate the eggs also. That too is a very easy process. It



is always a good plan to have a finger bowl handy to dip in. If any of you have any questions I'll be glad to answer them. Oh, a soufflé. Ahem! Ahem! Well, its a dish to which yolks and whites are added for lightness. Cheese soufflé is made just like it. If you want to beat air into egg-whites place them in a cool window."

Senior: "Would you cover it?"

Miss Culver: "Oh, no! decidedly No! The cool air wouldn't have full play then."

Senior: "But would bacteria be apt to get in?"

Miss Culver: "You'll find that in Perkin and Kipping, page 73. You see pure albumen is a poor culture for bacteria."

Senior: "But what of the ice box?"

Miss Culver: "Then it surely would absorb moisture. If it isn't properly cooled the warm air breaks down the cell wall of albumen. There is a chemical change and the egg is prevented from taking air as if it were a separate molecule. Did you get that?" (There is a slight disturbance thruout the class.) "I really didn't intend this for a vaudeville performance.—Fold in the egg.—A spatula is invaluable for scraping the egg out of the dish. Any more questions? That's what I'm here for so don't hesitate.—Now, since all your constituents are together we'll place this in the oven. Always have a holder handy in your pocket."

Miss M.: "How long—"

Miss Culver: "Pardon me."

Miss M.: "No you go on."

Miss Culver: "Please, what is it?"

Miss M.: "How long before I shall turn this gas off?"

Miss Culver: "Oh, please do it now.—Next we'll take up Lyonnaise potatoes. You'll remember those at the banquet. Cut the potatoes into discs or slices. We'll use slices because it takes so long to make discs."

Senior: "How long would you let them cook?"

Miss Culver: "Until they are done. Potatoes will be soft all the way thru when they are done. Never handle them before they are cold because they will be two hot."

Senior: "Would you boil them in salt water?"

Miss Culver: "I thot you all understood that. You see salt adds flavor and also raises or lowers the boiling point. I'm sure if you ever ate potatoes cooked in unsalted water you'd put salt in the next time. We wish a bit of onion flavor here also. Choose a large Bermuda onion as they are the best, much sweeter and not distasteful. No, this isn't a Bermuda for it is too small but it will do quite as well. Remove the outside, it is pure cellulose. Well, it all is for that matter, but you know there are some parts you wouldn't care to use. I want a tablespoon of onion. There are just three teaspoons in a tablespoon so if you have not a tablespoon handy you can use three teaspoons instead. Now, Miss M. if you will kindly turn on the gas. Thank you. Now I'm going to melt the butter. I shall use great care not to burn it, for if I should, the butter would disintegrate and it really wouldn't be butter after that."

Senior: "Aren't the potatoes ever browned?"

Miss Culver: "Never saw them. At least they weren't at the banquet. You're think-



ing of hash-brown potatoes.—If the fire isn't warm enough, warm it warmer. These potatoes would not be good to serve at the Hall unless you wish to serve them cold because they'd cool off going from the kitchen to the dining-room. If there are no more questions the demonstration is over".

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"Yes, I sat in front of Mrs. S. all the way to Eau Claire."

"Hm—that's once you got ahead of her wasn't it?"

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### "PERFECTLY GRAND

Mary and Tommy went to the ten cent show and "it was perfectly grand!"

Jane made nourishing soup with a pig's rib and a cabbage leaf and, "it was perfectly grand!"

The boys went fishing in a pool left by the rain and, "it was perfectly grand!"

Sadie made herself a new gingham uniform and, the girls say, "it is perfectly grand!"

Molly gave a party and for refreshments she served thin bread and butter and tea, but, "it was perfectly grand!"

Marie and her friend call on Mrs. H. and find her in the kitchen. She receives them politely and converses intelligently for fifteen minutes, and they describe her as having been "perfectly grand!"

To what or whom, pray tell us, do we owe this epidemic of grandeur? Would that his natal day had e'en been his last.

---

F irst you meet a pretty girl  
U nderneath the moon;  
S queeze her dainty little hand,  
S oftly hum love's tune;  
I n her eyes the light you see—  
N ever shines except for thee,  
G reatest thing on earth to be—fussing.

---

At a recent Home Maker's luncheon after the cigars had been passed one of the Seniors handed the guest of honor the matches, when he said, "Ah, these are what naturally follow a course like this."

---

Joy Hawley (in a lesson plan): "You can all get thru, children, if you begin right away and don't stop until you get thru."



## LESSON PLAN

Author's Note: It must not be supposed that during the months of July and August our knowledge of lesson plans is to be useless to us. On the contrary a lesson plan may be written for giving instructions for doing almost anything. Unfortunately several pages of this plan have been mislaid. These covered, "What must be known in order to accomplish the Aim"; being a detailed description of spools, their manufacture, etc.; thread, its source, cost, system of numbering, twisting, winding, etc. Methods of labeling thread and place obtained.

I. Aim: To teach a maid to buy a spool of No. 50 white cotton thread.

II. What must be known and done in order to accomplish this aim:

A. It must be known that:

.....Missing pages.

B. What must be done:

1. In a small note-book make a shopping list in indelible ink as follows:
  - a. One spool white cotton thread, No. 50, 54 Notion Department.
2. Place five cents in pocket book.
3. Dress for street. (See plan XXXVIII for details.)
4. Carry pocketbook and shopping list in left hand, go to front door and open it.
5. Step outside and close door.
6. Beginning with either foot take one step forward, continue in proper direction (this will differ in different localities) alternating feet, taking necessary number of steps to reach the main street.
7. Continue as 6 until first reliable department or dry goods store is reached.
8. Open door and step in, closing door behind you.
9. Refer to shopping list.
10. Inquire of floor walker for the notion department.
11. Following his directions take steps following method under 6 until notion counter is reached.
12. Watch carefully until one of the young women behind the counter is not engaged.
13. Accost said young woman, saying, "Are you at liberty?"
14. If her reply be in the affirmative, after again referring to the shopping list to avoid mistakes, look her straight in her eyes and say, "Madam, I wish one five cent spool of No. 50 white cotton thread."
15. When the woman produces the spool ask to examine it. Do this in the following way:
  - a. Observe color (if white, go on).
  - b. Read label on end of spool.
  - c. Refer to shopping list.
  - d. If (b) agrees with (c) return spool to clerk saying, "I'll take this."
16. The spool will then be wrapped and handed to you.



17. Take spool in left hand.
  18. Say "Thank you."
  19. Open purse and hand five cents to clerk. Close purse.
  20. Taking steps as before, but in opposite direction (this is called retracing steps) go to door, which open, go thru, and close. Then again retracing steps as before till you reach entrance of home.  
Note: If an automobile, street car, or other conveyance interferes with your progress; stop at once. If already injured, scream, "Help." If killed, say nothing.
  21. Open door and enter.
  22. Remove wraps.
  23. Put away purse.
  24. Open package.
  25. Compare contents with shopping list.
  26. Enter item in expense book.
- III. What is already known or has been done:  
A. 3, 22-25 under B. II.
- IV. What remains to be taught;  
A. 1, 2, 4-21 under B, II.
- V. Method:
- A. Discussion.  
(This page was lost)
  - B. Directions.  
See II B.
  - C. Statement of Aim.
  - D. Practical work.  
See II B.
  - E. Summary:
    1. If the clerk had given you black thread what would you have done?
    2. What can you suggest as a method of preventing loss of shopping list? (Pin with safety pin to belt).
    3. Why should you carry purse and shopping list in left rather than right hand?

JOY HAWLEY

---

Ruth Jordan: "All of the women in the community should have clubs."

---

Miss Wackler: "Yes, I think Miss Biklen's work would be correct if she changed the slope of the water pipe, placed the lavatory in a different position, re-constructed the hot water reservoir, placed the tank higher up in the building, and used the lower drain as a means of outlet for the cool water supply."



# ILLUSTRATED INDEX TO THE STOUT INSTITUTE LIBRARY



THE SCIENCE OF EATING



DRAWING-ROOM KINKS



THE CARE OF THE CHILD



WHAT TO WEAR, (?)



MIND AND HAND  
(The Future)



LEATHER WORKING  
(Indicated to the 23.24)



MORAL TRAINING  
(The 18.19)



FOUNDRY WORK



EASY HOUSE-KEEPING  
(No cooking)



PHYSIOLOGY & HOWELL



THE CHILD



WORKING WITH THE HANDS



# TYPICAL BUDGET OF A STOUT GIRL AFTER COURSE IN HOUSEHOLD MANAGEMENT

| Date                                     | Food     | Rent<br>Car fare | Operating<br>Expenses               | Clothing | Higher<br>Life |
|------------------------------------------|----------|------------------|-------------------------------------|----------|----------------|
| April 1, Board.....                      | \$ 14.50 | \$               | \$                                  | \$       | \$             |
| " 2, Monte bill paid.....                | 8.10     |                  |                                     |          |                |
| " 3, Boats .....                         |          | .25              |                                     |          |                |
| " 4, Monte.....                          | .05      |                  |                                     |          |                |
| " 6, Ticket "Tempest and Sunshine" ..... |          |                  |                                     |          | .25            |
| " 6, Grape fruit .....                   |          |                  |                                     |          | .35            |
| " 10, Trolley .....                      |          | .10              |                                     |          |                |
| " 11, Class dues.....                    |          |                  | 8.23                                |          |                |
| " 11, Copy of "Life" .....               |          |                  |                                     |          | .10            |
| " 18, Monte.....                         | .75      |                  |                                     |          |                |
| " 19, Stamps .....                       |          |                  |                                     |          |                |
| " 20, Theatre party (Grand).....         |          |                  |                                     |          | .70            |
| " 21, Lab. fees.....                     |          |                  |                                     |          | 3.17           |
| " 22, One-half yd. stripes (new sleeves) |          |                  | .06 <sup>1</sup> / <sub>4</sub>     |          |                |
| " 25, Class pin.....                     |          |                  |                                     | 4.50     |                |
| " 26, Alcohol .....                      |          |                  | .40                                 |          |                |
| " 27, Telephone, long distance.....      |          | 1.35             |                                     |          |                |
| " 30, Ticket to Junction.....            |          | .16              |                                     |          |                |
| " 30, Monte.....                         | .10      |                  |                                     |          |                |
| Total.....                               | \$ 23.50 | \$ 1.86          | \$ 8.69 <sup>1</sup> / <sub>4</sub> | \$ 4.50  | \$ 4.57        |

Sum Total.....\$43.12<sup>1</sup>/<sub>4</sub>

Monthly Income.....\$35.00

Brilliant rhymes by the Hall girls when their table had voted to conduct the conversation for one meal in verse. One:

"I think I ought er  
Have a glass of water."

Her Neighbor desiring some of the staff of life, remarked:

"A person well fed  
Must have bread,"



## THE JUNCTION TRAIN

When your train pulls into the Junction,  
Just as sure as fate  
Over across the platform  
The Junction train doth wait.

If to wait was the only function  
This train had to fulfill,  
I never saw another train  
That could better fill the bill.

But sad to say this wait doth end,  
As all things earthly do,  
And, if we get to dear old Stout,  
This train must take us thru.

Someone announces we are going to start,  
The warning is timely indeed,  
Lest fear should overtake us  
As we list to our Iron Steed.

First a cough and then a groan,  
A shudder and then a choke,  
If you are in a jolly mood  
At first 'twill seem a joke.

Next a lurch and an awful jerk,  
And then a frightful scream,  
As if the monster had awakened  
From some most hideous dream.

"Oh well," you think, "three miles is short,  
And soon 'twill be quite o'er."  
Which shows, my friend, you do not know,  
Just what you have in store.

You really never realize  
How long three miles can be,  
Until you take this awful trip  
Into Menomonie.



The train doth stop twelve dozen times,  
Each time you're jerked about,  
Each time it starts again  
With a lurch for dear old Stout.

You're jolted and jounced on springless seats,  
Your hair is shaken down,  
Your bones will ache for another week  
After you strike the town.

Your teeth are loose and your eyes are crossed,  
But the train has fulfilled its function.  
'Twas an awful strain, but now at last,  
It has carried you thru from the Junction.  
R. W. '11.

---

Miss Spohr: "What stitch would you use to sew up the chicken?"

Junior: "The feather stitch."

Miss Spohr: "Which one for the fish?"

Junior: "I suppose the herring bone stitch."

---

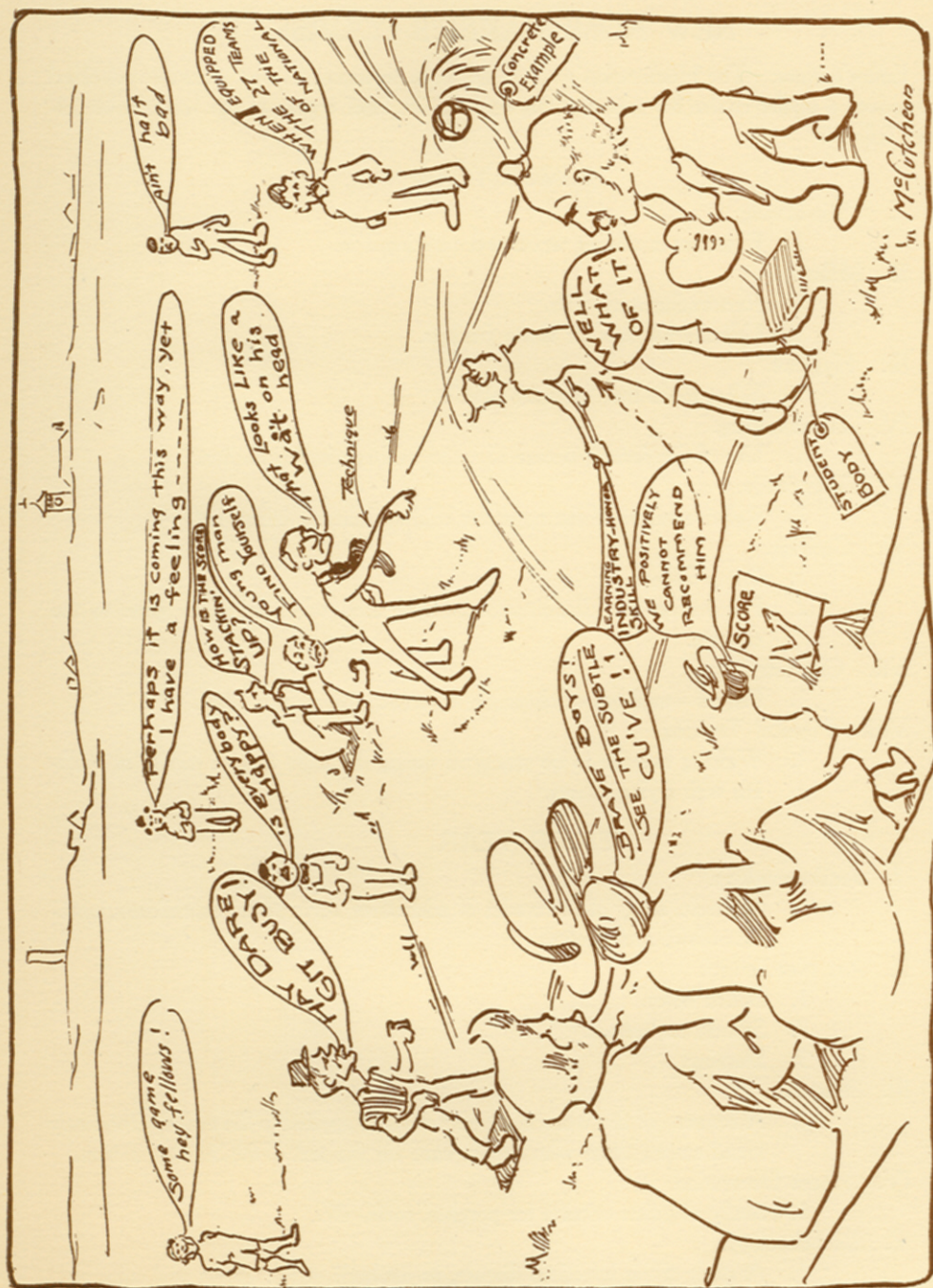


Under the Aggies  
blacksmith roof,  
E. Vangilder stands.  
Rip, a mighty  
Smith is he,  
With large and  
Sinewy feet.

—  
"I don't care  
what the  
Girls say about  
me, I can  
Make a hit  
anyway."







THE BOYS IN SPRINGTIME



## NEW HOMEMAKER'S COURSE

Editor's Note: The Homemaker's course has been so successful that it has been decided to introduce a similar course for men next September. A brief outline of the work to be offered, follows:

### JUNIOR YEAR

- I. Plain sawing.
  1. Exercises in sawing wood and carrying it in.
- II. Millinery.
  1. Renovating straw hats.
  2. Utilizing silk hats for waste baskets.
- III. Hygiene.
  1. What to do the "morning after".
- IV. Home nursing.
  1. Use of deodorants in case of acute cabbage in the kitchen.
- V. Food Study.
  1. Relative values of the appetizer cold and the appetizer hot.
- VI. Cooking.
  1. Camp dishes.
  2. Preparation of such dishes as could be used when wife has gone to the country.
- VII. Chemistry.
  1. Flames—methods of obtaining in furnace, range and grate.
- VIII. Physical Training.
  1. Walking exercise to be practiced during the night to give facility in walking with crying infants.

### SENIOR YEAR

- I. Addressmaking.
  1. A careful study of the modes of addressing servants, wives, children, mothers-in-law, and agents.
- II. Art Needlework.
  1. Button holes.
  2. Sewing on buttons.
  3. Darning.
- III. Text Ills.
  1. A resume of the work in home nursing as applied to the malady frequently found among those who do not care for the text of the Sunday sermon.
- IV. House Decoration.
  1. Study of paints suitable for porches, roofs, etc.
- V. Bachelorology.
  1. A study of this infectious disease, its methods of prevention and cure.



VI. Dietetics.

1. A course in intelligent carving which will enable a man to serve one hundred calorie portions to the whole men at the table, and eight hundred calorie portions to his wife, etc.

VII. Cooking.

1. Moist heat as a method of cooking, taken up in preparation for his years of being in hot water.

VIII. House Man.

1. A study of the so-called "head of the house."

IX. Advanced Chemistry.

1. A course in the "precipitate" measures to be resorted to in time of house cleaning.

X. Home Sanity.

1. A few principles to be followed to avoid trouble from the dread and often very prevalent mother-in-law.

L. J. H.

---

WANT AD COLUMN

Wanted—Something to make my hair grow. \$500 reward for solution of problem.

L. Shove  
Guy Eliassen

Wanted—A constant companion.

Miss Keating

Wanted—Something to make me poor.

Helen Kermant  
Charlotte Winternheimer

For Rent—A corner in my heart.

Miss Jack

Lost—A man.

Agnes Hansen

Found—A<sup>n</sup> man.

Miss Rader

---

1st Senior: "Kate was an actress before she came to Stout wasn't she?"

2nd Senior: "No, but why do you think so?"

1st Senior: "Well, she showed in her demonstration that she knew how to play to the peanut gallery."



## THAT COOKING QUIZ

Miss Spohr: "Miss Groll, suppose you were cooking a dinner and your stove should suddenly begin to smoke and smoke. What would you do?"

Miss Groll: "Regulate the draft in the stove-pipe."

Miss Spohr: "Yes,—but that were not the source of the trouble, what then?"

Miss Groll: "Perhaps the fire was poorly built."

Miss Spohr: "True enough,—but suppose your fire was built right, your draft regulated and your stove still smoked." (This statement was followed by one of Elsa's characteristic pauses.)

Miss Spohr: "But Miss Groll! Your dinner must be cooked,—your stove is smoking fiercely. Would you despair?"

Miss Groll: "Gracious no! I'd get a bucket of water and put out the fire."

---

S ome girls started out a course to take,  
E dible things to learn to make;  
N eedle and thread they learned to use,  
I nfants mistakes they were taught to excuse.  
O ften they labored the livelong day  
R ather than hear their teacher say:

"H ow does it happen this cake fell flat?"  
O r, "Why would you speak to a child like that?"  
M oney they learned to divide as they should,  
E very cent to save that they could.  
M eals they planned in the very best way,  
A lways having enough for the day.  
K itchen accounts were carefully made;  
E very bill was promptly paid.  
R eally they've proved a remarkable three,  
S imply being what girls should be.

JOY HAWLEY

---

Miss Jones: "Miss Bullard, have you found your system yet?"

---

Miss Spohr: "You might use this hotter oven where the beans are cooking."

Miss Schaefer: "Oh, I can't watch more than one oven at a time."

Miss Spohr: "Stung."



## WERE YOU EVER ?

Were you ever on the water when the birds had gone to sleep,  
When the wind was in the pines and the stars their vigils keep,  
When the soft and tender moon-beams kissed the ripples on the deep ?  
If you were not, you have lost the beauties of the creek.

Were you ever in the valley when all nature seemed to speak,  
When the birds in joyful medley poured forth their praises meek,  
When the noisy little brooklet went tumbling down the steep,  
When the flowers among the leaves gave to air their perfume sweet ?  
If you were not, you have joys left to meet.

Were you ever in the woodland where the shades were cool and deep,  
Where the bright, quivering sunbeams among the leaves played hide-and-seek,  
Where the restful, delightful silence almost rocked you on to sleep,  
Where the grass, the very softest, made a cushion that's hard to beat ?  
If you were not you have lost the woodland's treat.

J. N. J.

---

Gladys Barclay (reciting "Die Lorelei"): "Ich weiss nicht was *Solar* bedeuten."

Question: Does she ?

---

Margaret Orr (in dressmaking): "Well, say, your waist measure is 42, Miss Jones, then—".

---

Miss Spohr to Section I: "Cut off the tops of your heads first, girls."

---

Miss Conley (in food study): "Well, Miss Sullivan, who is your authority on this subject ?"

Miss Sullivan: "Church."

---

"Verily, diet and destiny go hand in hand. One apple busted Eden."

---

Miss Beckfelt at 10 p. m. had just dropped her shoe.

Miss Conley: "Why are you moving the furniture at this time of night ?"

---

A bachelor is a man who has enough confidence in his judgment of women to act on it.



## THE WOMAN AT THE HELM

Scene—Miss Fisher's Office.

Time—2:30 p. m.

Dramatic Personae: Miss Conley, Miss Spohr, Miss Kugel. (Enter Mrs. Nesser, who joins in the conversation).

Mrs. N.: "Ai try to get Miss Kugel tell me how old she was and she woodn't. Pooh! I as lief tell her how ol' I ban."

Miss K.: "It's all right, Mrs. Nesser, for you to tell your age but it wouldn't do for an old maid."

Mrs. N.: "Vy, you ain't no ol' maid, Miss Spohr ain't either. (Pause) But Miss Conley, she is." (Exit Miss Conley).

---

Miss Spohr: "Stand these, girls, on their heads." (Punctuation and the explanation that the pronoun refers to jars may make the situation clearer.)

---

Miss Scott: "Let me tell about the threshing machine. I was born and raised in the shadow of one."

Miss Spohr: "Oh, you might give us too much chaff."

---

Miss Seymour: "Then the weaver spreads the wool with her eye."

---

Miss Barrows: "In every sheep you find raw meat."

---

D. S. Senior: "Isn't a venison about the size of a duck?"

---

Answers to Miss Fisher's anxious inquiries as to the possible solutions of the Domestic Service Problem.

Brilliant Senior (overpowered with knowledge of chemistry): "Both alkaline and acid solutions may be used to a good advantage." (We suppose she means the use of soda water and lemons as a means of coaxing the second maid or the butler.) "Solutions of salt are also good." (Salt used as a method of overcoming freshness.)

---

Raitt (at an Annual Meeting): "Oh, I have a baby picture of me in *quilts*. I was the cutest kid in town."

---

Gretta Munro (crocheting), "Cheer up, girls, it's so easily ripped."



## "SACRED TO MEMORY"

On a dark and cloudy night  
Strolled a pair with faces bright,  
To a bank, where oft before  
They had watched the moon rise o'er  
The Bachelors' Ruhe.

But that eve the Bachelors gay  
Thot to frighten them away;  
So in nightly clothes arrayed  
Stole they forth to do parade—  
Those Bachelors from the Ruhe.

Passed they round and round in state,  
But alas! Oh cruel fate!  
The dummies did not move nor bite—  
But all the girls yelled with delight—  
Close by the Bachelors' Ruhe.

Then the poor Bachelors, all affright,  
Ran back home with all their might;  
Taking along the helpless pair—  
Doomed to live in dark despair  
In the Bachelors' Ruhe.

Next day the sun beamed in a room  
Darkened by sadness and deep gloom.  
No sleep, on pillowless beds had they,  
Those maids who played the joke, they say,  
Not far from the Bachelors' Ruhe.

But low! When the glad summons came to dine,  
The girls found Henrietta's spine  
(The old sled runner that of yore,  
They used to break their noses o'er).  
Near Bachelors' Ruhe.

The pillows too, came back by night;  
The hats and coats and faces bright  
Of the fond pair, who ne'er will roam  
Again on that ghostly bank alone—  
That bank by the Bachelors' Ruhe.



## "THERE WERE NOT ENOUGH TO GO 'ROUND"

I looked at the girls, then I looked at the boys—  
And there weren't enough to go 'round.  
I said this over to myself  
And the words had an ominous sound.

I thot of the dances I'd never attend,  
And the plays I'd never see,  
And I thot my dear old Northern home  
Was a better place for me.

'Tis an awful state of affairs, I think,  
When there aren't enough boys to go round,  
And many a girl in dear old Stout  
Will proclaim my judgement sound.

R. W.

---

Nettie C. "Well, Miss H., Miss Perkins doesn't say so."

Miss H. (defiantly): I'm not running opposition to Miss Perkins."

---

Miss Spohr (in cooking class): "These pickles aren't so hot when they are cold."

---

Mr. Beckmann—like Rebecca at the window, is dramatically explaining the Galahad—  
Menomonie foot-ball game to Miss Bigelow: "See! see! they are being tantalized now."

---

The Junior: "I saw a funeral in Menomonie this morning and the sprinkling cart was following close after."

The Senior: "My, he must have turned to dust soon."

---

Miss Kugel (Cooking Class): "Miss Kaestner, if you get in the habit of worrying and fussing you can't get over it."

---

Mr. Elzinga (in Equipment Class): "What do they care for expenses when they want economy."

Mr. Elzinga (In equipment class): "Mr. Raitt, you are to this class like cranberry sauce is to turkey, you make it very spicy."

---

Miss Kernan to Mr. Peart: "Now, Mr. Peart you never heard of me breaking a date in my life."



## LEGUMINOTHERAPY

Green peas—cause frivolity and flirtatiousness.

Carrots—develop good temper.

Spinach—inspires energy, ambition and will power.

French string beans—furnish an ideal diet for poets and artists.

Potato—develops the reasoning faculties and gives great calmness of reflection.

Celery—makes one "nervy".

---

"Smile—it doesn't hurt much."

---

Mr. Elzinga says, "I would not let my boy work in the forge shops in St. Paul schools."  
(The class roars)

Mr. Elzinga (greatly fussed): "You fellows seem to know my family affairs."

---

"Get out of bed early,  
Start the day right,  
Work like Hel-en,  
Don't quit till night!"

---

Heard in the mechanical drawing armory: "I wonder if Mr. Buxton ever gets mad?"  
"I don't suppose he dares to, look at the number of Stout girls in the class."

---

Peart (next day after dance): "Wouldn't it be great if a fellow could hang out all night  
and feel good the next day."

---

Mr. Ammann appears in the hall with his arm full of waste: "How would you like to  
have your arm around a waist?"

---

Rose Sexton startled the dignity of the class President at Senior meeting by saying. "We  
ought to have more chairs for our friends—That's a cinch."

---

Pupil (5 Grade Wood Work): "Say, Mr. Cornwell, weren't you out with my sister  
last night?"

Mr. Cornwell (much fussed): "Why, of course not."



## TO BE A MODEL

1. Pattern yourself after the "Snow System."
  2. Never "(a)hem" in public.
  3. Never "darn" in polite society.
  4. When the "band" gathers face the music.
  5. Never be underhanded, always be overhanded.
  6. In taking a lady's arm "(s)igh" softly.
  7. Don't allow your temper to be ruffled.
- 

Mr. Abercrombie advertises on the Bulletin Board: "My note book lost. Finder kindly pay for this ad and please return the same."

---

Mr. Buxton (in Junior design): "Jump up boys and run around the block."

---

One of the Juniors was working on his checker board in the Finishing Room, and said, "I have used three pieces of steel-wool and I can't get a polish."

---

Mr. Curran (in M. T. History): "Well, we will not step to argue that point."

---

Mr. Harvey (taking attitude of a child): "But, Miss Williams, I don't understand."  
Miss Williams: "Oh, don't you?"

---

Visitor (watching Mr. Beckmann working on a lathe center): "Excuse me, sir, but are you making a center punch?"

---

Mr. Rancier (in Psychology Class): "I don't quite understand, Mr. Harvey."

---

A test was given in Psychology Class and Mr. Harvey left the room. Shortly after Miss McArthur says, "Now boys, do be quiet, you are making so much noise I can't think."

---

Mr. Elzinga (in Pattern Making): Mr. Cornwell, that gear wheel is out of *truth*."

---

Joy Hawley (being interested in grades): "What did you get on your dress, Grace?"  
Grace McCoy: "Peach preserves."



Miss McGivern at Annual meeting, remarks—"Ethel Irwin and Alec Omstead bought a new canoe."

"Dad" Knowles—"Gee, guess I'll get acquainted."

---

Miss Bergeman (in Physiology, describing condition of "Idiocy"): "A child is generally born an idiot."

---

Miss Alta Fox: "The cerebellum is located on top of the head."

---

No wonder Mr. Abercrombie keeps well, he always has his Balsom with him.

---

Probably the most patriotic young woman at Stout Institute at present is Miss Reinke, for she has a "Flagg" on her porch nearly all the time.

---

Ask Robert W. what he knows about birds—of the long necked variety.

---

Why does Miss Topping sing so readily? Because she's so amy-a-bell y' know, and then a violin accompaniment is a great inducement.

---

What Nichols said in his sleep: "I love my dinner, but oh, you Cook!"

---

"Never put your feet on the table—some people eat pig's feet."

---

Always face the music—perhaps you can make the quartet sing for you.

---

"Don't talk about yourself—it will be done when you leave."

---

And lo! the great teacher called her D. S. girls unto her and said: "Follow me, and I will make you to become Fishers of men."

---

Stella; "My, but I do look tall in that picture—that must have been taken before my dress shrunk."

---

G. H.: "Aw, stick around awhile!"



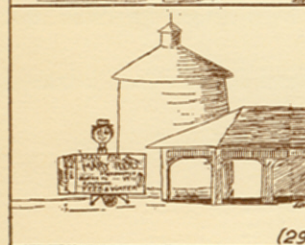
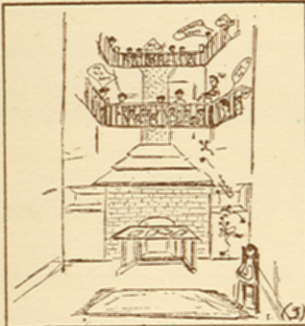
## SEPTEMBER



- 11 & 12. Students arrive.
- Mon. 13. School opens. "My, but its good to see you back." Mr. Harvey talks at the Gymnasium. Registration. Many brave students visit the Yellow Lodge and pay their fifties.
- Tues. 14. Miss Josephson's trunk lost. Detective Julius finds it in the basement.
- Wed. 15. Solar begins by making dates. He gets the right stripe but the wrong girl.
- Thur. 16. The Juniors recite "The Village Blacksmith" to Mr. Elzinga.
- Fri. 17. Dunn Co. Fair. Big doings. Fire-works and pink lemonade.
- Sat. 18. Welcome dance at Smith's Hall. "Social Buds" begin sprouting.
- Sun. 19. Churches packed. Nothing doing.
- Mon. 20. "Dad Knowles leaves school to assist with a newspaper. "Oh, you Dad."
- Tues. 21. Vanderhoof returns; begins work as tho he meant it.
- Wed. 22. A few Junior boys wear uniforms home so as to not lose time in changing.
- Thur. 23. First Senior Class Meeting. Election of officers.
- Fri. 24. First Meeting of Annual Board. Miss Conley gives marshmallow roast at Annex.
- Sat. 25. Solar is ill. Dr. prescribes "Chamberlain's" Cough Syrup.
- Sun. 26. Homemakers become very popular with the young "social gallants" of the town.
- Mon. 27. Prof. Elzinga tells us we will never make good foundrymen until we forget about "De Gal We Left Behind Us."
- Wed. 29. Lecture at Memorial. We are advised to keep good hours.
- Thur. 30. Mr. Buxton talks about the "subtle cuhves" and "waats" on table legs.



## OCTOBER



Fri. 1. General Assembly. Mr. Harvey tells us to clean our feet.

Sat. 2. Senior D. S. girls' picnic to Junior D. S. girls.

Sun. 3. "Would-be Fusser" showered with flowers at Annex.

Mon. 4. Raitt and Holzer run a lap in 12 2-5 sec.

Tues. 5. Cornwell gets a letter from—.

Wed. 6. Grant says, "All I want is a cozy little home and a good job."

Thur. 7. German Band in town. Stores close.

Fri. 8. Vangilder makes the remark, "I don't care what the girls think of my looks, I can make a hit anyway."

Mon. 11. First snow storm.

Tues. 12. Mr. Elzinga tells about "i-dentations" and ca-mels-hair brushes.

Wed. 13. Meeting called to organize Boys' Glee Club.

Thur. 14. After a wild combat, Rose Sexton kills a bat in the Annex.

Fri. 15. Rats discarded by most of the girls.

Mon. 18. Geneva Newhouse creates a loud disturbance during the study hours.

Tues. 19. Mr. Buxton informs Juniors and Seniors if any are inveterate smokers to provide themselves with smoking jackets.

Thur. 21. Tag Day. No Tight-Wads.

Fri. 22. Big doings.

a. Baby Buxton arrives.

b. Southern Superintendents visit.

c. Senior Reception to Juniors.

Mon. 25. Stauffacher gets his semi-annual hair-cut.

Tues. 26. Schafer and Cornwell drop a ladle of hot iron. Mr. Elzinga gets burned.

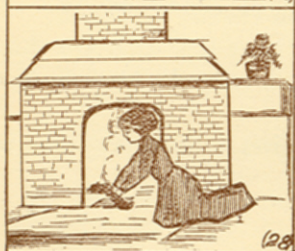
Wed. 27. Mr. Buxton tells Lindem to open his mouth when he has anything to say.

Thur. 28. Ruth Randall and Bess Horning visit friends.

Fri. 29. Senior Class Meeting. Mary Reid imports a man from Milwaukee. Hallowe'en Party at Smith's Hall.

Sat. 30. Congregational Church gives reception to students in church parlors.





## NOVEMBER

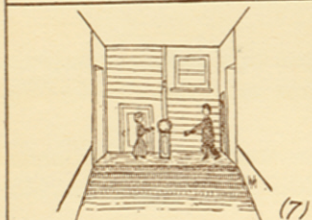
- Mon. 1. Heuser gives a weighty article on "Biological View of Ed."
- Tues. 2. Churchill's sub-topic in Organization Outline of James' Psychology.  
a. "Fermentation of Teachers."
- Wed. 3. Miss Spohr and Miss Conley attend Teachers' Conference at Milwaukee.
- Thur. 4. Mr. Elzinga tells Seniors to "cut out de blame slang in de Foundry Room."
- Fri. 5. Nichols gets a telegram from Cleveland. \$900 job. Accepts.
- Mon. 8. "Shorty" Davis returns from Janesville. Hasn't grown any shorter.
- Tues. 9. Important tidings. "Dad" Knowles is expected back.
- Wed. 10. More "Big Doings."  
a. Mr. Buxton leaves for Bradley Polytechnic Schools.  
b. Miss Conley demonstrates and lectures at Jefferson, Wis.  
c. Commercial Club Dinner.  
d. Lockwood's Millinery Store burns.
- Thur. 11. Many Stout girls have new hats. Smell the smoke.
- Mon. 15. Peart shaves.—"My, ain't he cute?"
- Tues. 16. Mary Reid is "on the carpet."
- Wed. 17. Cornwell cuts out "fussing." I wonder why?
- Sat. 20. Mrs. Gallup gives a sleighride for the "Hall" girls.
- Mon. 22. Mr. Elzinga tells Vanderhoof, "Do not beat around de bush."
- Wed. 24. Holiday is announced. Homesick members take the first train. Vickers' heart is broken. Miss Richards leaves for Thanksgiving.
- Sat. 27. Vanderhoof meets five trains before he learns that his girl is already here.
- Sun. 28. Fire at Annex. Hazel Barron's "rat" is burned by impudent Junior.
- Mon. 29. Under the "Aggies" blacksmith roof  
E. Van Gilder stands,  
"Rip", a mighty smith is he,  
With large and sinewy feet.



## DECEMBER



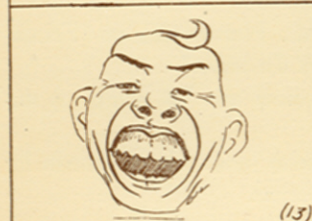
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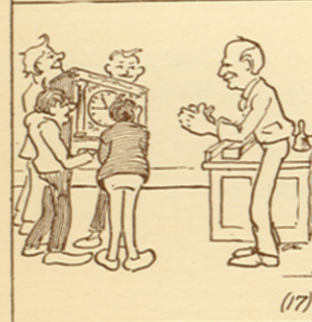
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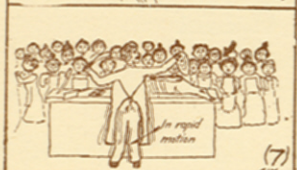


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- Wed. 1. Beckmann buys a \$4 diamond.
- Thur. 2. Teacher's conference,—Abercrombie and Clark talk.
- Fri. 3. Miss Conley talks at General Assembly. Roll call. One girl answers for five.
- Sat. 4. Travis Kennedy visits Callie. "Ole Olson" at the Opera House.
- Mon. 6. Mr. Dodd from Boston and Miss Hedges of New York City lecture at the Memorial.
- Tues. 7. Paul meets Emily in the hall.
- Wed. 8. It is reported that Barry has been seen after study hours.
- Thur. 9. Diphtheria scare at the Hall. Dinner served in sewing room.
- Fri. 10. Lunch in Sewing Room. Church joins Teachers' Agency No. 5.
- Sun. 12. Big snow storm. Seniors busy writing Household Management Themes.
- Mon. 13. Nichols tells funny story in Organization about a pig in California.
- Wed. 15. Books laid aside for timetables.
- Thur. 16. Mr. Harvey tells Seniors he has a position for one who does not smoke. "Oh you Henry Clay."
- Fri. 17. Many hearts are broken. Students leave for Christmas Vacation. The thotful Juniors present Mr. Curran with a clock.



## JANUARY



- Sat. 1. Turkeys suffer.
- Sun. 2. We suffer from the results.
- Wed. 5. Juniors and Seniors congratulate Mr. Curran. I guess the clock set him "going".
- Thur. 6. Ethel Irwin freezes her nose—36° below. "Lemon" has the sympathy of her friends as she froze it one year ago today.
- Fri. 7. Butcher Holstein cuts up a beef at the General Assembly. Gets stage struck and Miss Conley flies to the rescue.
- Mon. 10. Florence O'Leary goes to Cumberland to give a course of demonstrations and lectures to the Woman's Club.
- Wed. 12. Miss Rader seen on street without Miss Lantz. (five minutes later) Miss Lantz looking for Miss Rader.
- Thur. 13. Bad weather. Only a few Seniors at teacher's conference.
- Sud. 16. Florence O'Leary, the French demonstrator, returns from Cumberland after many exciting experiences.
- Tues. 18. Heuser and Cornwell express their opinion of the faculty.
- Wed. 19. "Heine" Schaefer gives his wood samples a coat of oil instead of varnish.
- Fri. 21. General Assembly. Mr. Harvey talks on "Formation of Habit." "Get the habit."
- Sat. 22. Misses Jones and Seymour are "at home" to students.
- Mon. 24. Petition is started among Junior M. T. students for less work and shorter hours.
- Tues. 25. Visitors galore. Seniors take notice and look wise.
- Thur. 27. Solar, Church, Heuser, and Grant get positions in St. Paul. Beckmann goes to Washington.
- Fri. 28. Semester ends.
- Mon. 31. Students pay their tuition. Miss Leedom discards her stripes and becomes a member of the faculty.



# THE ELOPEMENT OF ELLEN



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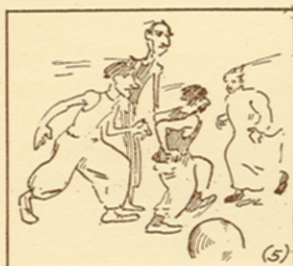


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## FEBRUARY

- Tues. 1. Miss Conley demonstrates and lectures at La Crosse.
- Wed. 2. Grace Hodgkins sprains her knee, while Marian Mason freezes her proboscis.
- Thur. 3. Nettie Williams goes to Marinette, Wis. to lecture.
- Fri. 4. Callie Balcom goes to Minnesota Prom. Ellen Obenhoff elopes and is "barred" for life.
- Sat. 5. Misses Spohr, Perkins, and McMillan entertain Senior D. S. girls.
- Sun. 6. Irma Ziegler has the mumps. She says she is having a swell time.
- Mon. 7. Verna Vessey's plumes are stolen.
- Tues. 8. Churchill hurts his hand playing basket-ball.
- Wed. 9. Emily Ingram calls Mass Meeting to learn yells.
- Thur. 10. Girls' Ski Club organizes.
- Fri. 11. Stout beats Minnesota 22 to 19.
- Sat. 12. Glenwood 26, Stout 16. Vickers and VanGilder get sick coming home. Too much "red pop."
- Mon. 14. Valentine's Day. "Nuff said." Thirteen Seniors absent from Class Talks. Ten report sick (of class talks).
- Tues. 15. Miss Barrows talks at Memorial on, "How to Keep the Grocery Bill Down." Messrs. Curran, Woods and Mather occupy front seats.
- Wed. 16. Irene Walker is the "star performer" at the pin show.  
Alee Omsted and Edna Bryden attempt to walk thru glass door at Annex and are cut severely.
- Thur. 17. M. T. Seniors hand in topics for theses.
- Fri. 18. Chas. Flagg is sick.  
36° below—Misses Mackey and McCowan freeze their noses.
- Tues. 22. Inexperienced Seniors overwhelm experienced Juniors in a close contest at basket-ball—41 to 6. Raitt makes a basket.
- Fri. 25. Pres. Harvey talks on "Honesty."
- Sat. 26. St. Olaf beats Stout 44 to 17. "Bud" gets hurt. Heffelfinger buys an alarm clock.
- Sun. 27. Enid Isaacson visits.
- Mon. 28. Mr. Buxton informs Vanderhoof he has a very long neck and should wear a white collar.

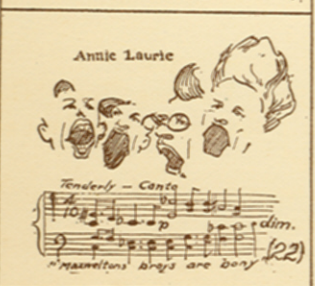
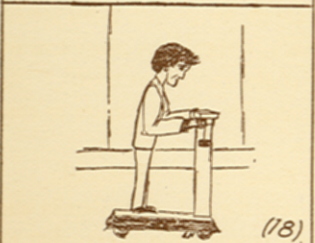
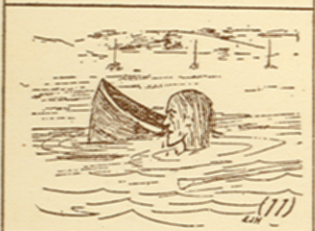
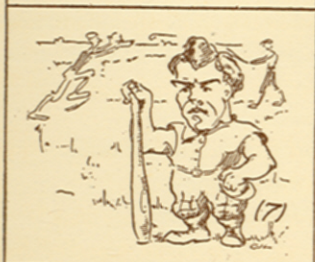




## MARCH

- Tues. 1. Spring is here. Annual Board meets.  
 Wed. 2. Gov. Hoch at the Memorial.  
 Thur. 3. Faculty announces that their opinion of the Seniors will be ready soon.  
 Fri. 4. Senior Class Meeting at Memorial.  
 Sat. 5. Seniors beat Juniors in Burlesque Basket-Ball—29 to 6.  
 Sun. 6. Wind takes Miss Conley's Stetson hat in Lake Menomin.  
 Mon. 7. Slater gives a two minute talk and gets a thirty minute criticism.  
 Tues. 8. Ava Ripley indulges in a shower bath—212° Fahrenheit.  
 Wed. 9. Huntermer's criticism of Gabriel's class talk. "He seemed to have something in his mouth."  
 Thur. 10. Mr. Elzinga demonstrates another "new kink."  
 Fri. 11. Bates in "The House of a Thousand Candles" has many admirers.  
 Mon. 14. Many students attend "Music Master" at Eau Claire. Miss Conley and Miss Otto become reckless and match pennies.  
 Tues. 15. Floris Culver makes a hit as demonstrator in Cooking Class.  
 Wed. 16. Mr. Buxton gives a talk on "Spring Fever and Its Effects". "All students go away with good resolutions but when the sun's vertical rays move toward Cancer's tropic some of the resolutions melt."  
 Thur. 17. Mr. Elzinga gets "spring fever" and forgets to conduct Equipment Class.  
 Fri. 18. "The Servant in the House" at the Memorial.  
 Sat. 19. Miss Middleditch assumes the roll of Cinderella and loses her slipper while crossing the street—but no prince appears.  
 Mon. 21. "Old Glory" (Flagg) changes stripes.  
 Tues. 22. Mr. Jimerson (reading in Plumbing Class), "The next chapters are on Bathtubs but we will not go into them this morning".  
 Wed. 23. Senior D. S. thesis topics.  
 Fri. 25. Hinshaw Grand Opera.  
 Sat. 26. The grind ceases.





## APRIL

- Sun. 3. Students return for ten weeks more of hard work.
- Mon. 4. Supt. Barnes of Ely, Minn., visits. Abercrombie gets a job.
- Tues. 5. Mr. Curran relates his visit to Chicago schools. Students do not seem anxious to teach in Chicago.
- Wed. 6. Raitt wipes his first joint.
- Thur. 7. "Shorty" Woods elected captain.
- Fri. 8. Mr. Works talks at Memorial.
- Sun. 10. Annex turns into sewing school.
- Mon. 11. "Bud" Churchill gets his annual bath. Falls in to the lake.
- Tues. 12. "Dad" Knowles gives a two minute talk during class talks on the advantages of reading the Bible.
- Wed. 13. Ruth Woodward gets to Psychology class on time.
- "Lemon" falls thru show case at Monte.
- Thurs. 14. Mr. Buxton calls for Seniors' pedigree.
- Fri. 15. Seniors hold interesting discussion at Class Meeting.
1. Pay your class dues or you will get posted.
  2. Beer signs versus class pins.
- Sat. 16. Annual goes to press. Mr. Elzinga gives a picnic up the river in a snow storm.
- Mon. 18. Editor-in-chief, Heckmann, after weighing himself, "Gee, but I am losing in weight; too much Annual, I guess."
- Tues. 19. Barry elucidates "The Art of Bluffing." Quite a bluff, Barry.
- Wed. 20. Stout Male Quartette sings at the Majestic.
- Thurs. 21. Mr. Buxton appears in a new spring suit.
- Fri. 22. General Assembly at Memorial. Stout Quartette breaks down three times. "Brave boys."
- Mon. 25. Hazel Barron accidentally steps into the creek.
- Tues. 26. Some of the M. T. classes excused to do extra work for the exhibit.
- Thur. 28. It is reported the Juniors are to entertain the Seniors—Mum's the word!
- Fri. 19. Miss Conley conducts General assembly. Students agree to support an entertainment to help defray the expenses of the Annual.



## MAY

- Sun. 1. Juniors are seen hanging May baskets.  
Mon. 2. "College Girls" at the Memorial. "Toast and Tea" served at the Hall.  
Tues. 3. Practice Teachers' schedule changes. Abercrombie and VanGilder hike to North Menomonie.  
Wed. 4. "Mike" Stauffacher finishes his roll-top desk. He receives many words of commendation.  
Thur. 5. Nearly a carload of exhibit is sent to Minneapolis.  
Fri. 6. General Assembly. Pres. Harvey reads an extract from one of Roosevelt's speeches at Paris. Leap Year party for Miss Bigelow at the Gymnasium.  
Sat. 7. Junior girls entertain the Senior girls at a breakfast at Riverside Park. Grand success. Miss Perkins takes the honors in the faculty race; Charlotte Winternheimer in the Senior race, and Kate Patrick in the Junior race.  
Sun. 8. Mr. Holzer accidentally "jumps in the lake" from Smith's canoe.  
Mon. 9. Raitt and Schaefer leave for Minneapolis to take charge of the Stout exhibit.  
Tues. 10. Churchill wants to buy Wheeler's center table—I wonder why?  
Thur. 12. Miss Edna Chase of Fond du Lac is the guest of Marie Sullivan.  
Fri. 13. The High School Annual Prom.  
Fri. 20. Junior-Senior Formal.  
Wed. 25. Entertainment and Dance for Annual benefit.

## JUNE

- Mon. 6. Senior theses to the school.  
Tues. 7. More theses.  
Wed. 8. Another batch of theses.  
Thur. 9. Stout Commencement Exercises.  
Fri. 10. Alumni Banquet.  
Sat. 11. Home and mother, also a few friends.







# ALUMNI

## ALUMNI EDITOR'S NOTE

Again the Stout Annual comes to you with greetings from those who are endeavoring to keep fresh in your memories the past and present of Stout Institute.

We believe that the Alumni Department is an improvement over that of last year in that it contains more that is directly interesting to the alumni. If there be such improvement it is due to the ready response of those called upon for material relating to their classmates.

Stout now has twenty-two classes graduated from its various departments. A promise was secured from a member of each class to represent his or her class. We regret very much that four were prevented at the last moment from sending a representation. Yet, while we hoped to have a statement from each class, we feel that on the whole there is a strong interest in the Annual on the part of the alumni.

It is hoped that all graduates of the school will make a special effort to get in touch with their fellow alumni, the school, the faculty and the student body. To further promote this that an Alumni Association is being organized with the hope of assembling as many of the graduates as possible on what seems an appropriate occasion.

ALUMNI EDITOR

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## FROM 1909 ANNUAL BOARD

Onalaska, Wis.

To the Readers of the Annual:

Perhaps some of you know that I am at the La Crosse County School of Agriculture and Domestic Economy, which opened last October for its first year of work.

Our enrollment has been much larger than anyone predicted, the average being about one hundred and forty students. At present there are six members on our faculty and next year we hope to add two more to the number.

We have had a very busy year for the work had to be organized, the equipment purchased, and the courses of study outlined, but I have enjoyed it immensely.

We have a splendidly equipped building, modern in every respect. The students are of a superior type and are very much alive to their opportunities. The people of this and neighboring counties are taking great interest in the development of the school and we feel that our efforts have been greatly appreciated.

Sincerely,

LUCILE W. REYNOLDS



Columbus, Ohio, March 13, 1910.

Manual training was introduced into the public schools of Columbus in the fall of the year 1907. The teaching force consisted of a director and five instructors, but since then it has developed rapidly until at the present time there are seventeen members in the manual training teaching force: the director, his assistant director and assistant supervisor, and fourteen instructors.

During the fall of 1909 two new centers were established besides the installation of the new Columbus Trades School, which is now in operation; and in addition to this, two more centers have been planned for the coming fall term.

The purpose of the Trades School is to furnish a certain technical training for the grammar grade boy who can not complete his high school work.

Courses are offered in printing, mechanical drawing, and woodworking. Besides this there is a course in academic work consisting of English, spelling, reading, drawing, industrial history and geography, arithmetic, algebra and geometry. The above, however, is included in the woodworking course.

At the present rate, it is needless to state what the prospects for the future might be.

Truly yours,

O. M. MILLER

110 S. 18th St.

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#### BOOST A BIT

Here, you discontented knocker,  
Growlin' 'bout the country's ills;  
Chloroform your dismal talker;  
Take a course of liver pills.  
Stop your durn ki-o-tee howling,  
Chaw some sand and git some grit;  
Don't sit in the dumps a growling,  
Jump the roost  
And boost a bit.

"Fall in while the band's a playin'",  
Ketch the step an' march along—  
'Stead of pessimistic brayin',  
Jine the halleluyer song!  
Drop yer hammer—do some rootin'  
Grab a horn, you cuss, an' split  
Every echo with yer tootin';  
Jump the roost  
An' boost  
A bit!

(With apologies to "Chuck" Kavanaugh)



Negaunee, Michigan, March 11, 1910

Editorial Board of Stout Annual:

Negaunee, Mich., is an iron-mining town of about 9000 population. In 1909 a high school building costing \$185,000.00 was erected, giving four rooms on the first floor to manual training and four to domestic science, and the remaining space to a gymnasium 72 ft. x 64 ft. The board of education wasn't at all backward in furnishing the money to equip the domestic science and manual training departments in a satisfactory way. In this, the first year, the domestic science department carries on sewing in grades 5, 6, 7, 9, and 10 and cooking in grades 8, 11 and 12. It is elective above the ninth grade but will be compulsory in all grades next year. Manual training is carried thru the same grades as domestic science, also being compulsory thru the ninth grade this year and will be in all grades hereafter. Woodwork, joinery, turning and mechanical drawing constitute the manual training work at present. One conception of a manual training department held by the citizens of Negaunee is that it is a place for doing what needs being done. Some would have the boys build their benches for wood work and drafting during the first part of the school year. With such we tried to compromise and the students have thus far turned out Indian clubs, potato mashers, towel rollers, book stalls, ironing boards, shelves, exhibit boards, screens and other similar articles which the school needed. The argument that these things are not in the course of study doesn't have weight with any of them. What they want is results that have a commercial value. Methods of obtaining these results are left to the person in charge of the work. There is no red tape or quibbling over minor technicalities. What is wanted and expected is perfect discipline and material results.

Yours very truly,

L. M. ROEHL

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### THE 1909 HOMEMAKERS

The Homemakers' class of 1909 was the first of its kind at Stout Institute, therefore, we feel proud of ourselves to belong to this class. This department was organized in the fall of 1907, consisting of four members, Edna Vidger, Adelaide Dunn, Enid Isaacson and Gussie Niles. These four girls completed the two year's course and graduated with the Domestic Science class in June 1909.

This department is very interesting in as much as it is an entirely new step in Domestic Science; it has proven very successful in every way. A cottage was fitted up for the Homemakers, and Mrs. Arnold became director of this department and held the position until Xmas 1908, when she accepted a position in the West. Mrs. Hobbs became our new instructor.

In this department there is much chance for individual work, the class being small. This was the main object of putting in the course, so a girl might learn to do the work as she would in her own home. In the second semester of the Senior year, the class prepared three meals a day, for a month, each girl having a week of serving and a week of cooking. This helped more than any other training could. It placed confidence in the girls. Each night at dinner we entertained from six to eight guests. The Homemakers' cottage was very convenient for this purpose. It contained a very pretty dining room, fitted up with dainty linen, china



and silver. Our academic studies were taken up with the Domestic Science department. Our sewing, cooking, art needle work and millinery being the only classes consisting exclusively of Homemakers. The girls lived at Bertha Tainter Hall the first year, and the second year at the Annex.

This year, Miss Vidger is in Seattle, Wash. Miss Dunn is at her home in St. Cloud, Minn. Miss Isaacson, at her home in St. Croix Falls and Miss Niles in Menomonie. Each year this department increases, thus showing it to be a great success.

G. B. N.

### CLASS ROLL

Adelaide Dunn, at home, St. Cloud, Minn.  
Enid Isaacson, at home, St. Croix Falls, Wis.

Edna Vidger, at home, Fargo, N. D.  
Gussie Niles, at home, Menomonie, Wis.

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### MANUAL TRAINING CLASS OF 1904

The Stout school, under the name of "The Stout Training School," was opened for the preparation of special teachers in the fall of 1903. Mr. Harvey was president and taught psychology. Mr. J. H. Mason held the position of director of the manual training department besides teaching mechanical drawing and machine shop practice. All of the primary work was taught by Mr. Boursfeld. Mr. Harvey is the only one still remaining in the school. Mr. S. S. Judd took charge of the joinery, pattern making, wood turning and forging a short time after the school opened.

J. A. Bonell was the first to enroll for regular work in the manual training department. A few weeks after the opening of the school V. E. Thompson entered and completed the enrollment of the 1904 class. Both members of the class had completed the Menomonie high school course with the manual training course, and had also much practical experience along mechanical lines. This experience with the willing help of all the teachers enabled them to accomplish a great deal.

The class of 1904, with the exception of one or two subjects, covered about the same work as is given in the school now. The equipment is the same now as it was then. Each member of the class aimed to do all the work it was possible to do, and with the amount of instruction it was then possible to get, the class did accomplish more than it set out to do. This class introduced mechanical drawing into the eighth grade of the city schools.

The class had much training in real work in model construction, and made a sample model for each example to be taught from the fifth grade through the high school. This, with a great amount of practice teaching, laid the foundation for the success of the class since leaving the school. Some more valuable knowledge was gained while helping to put up the exhibit for the St. Louis World's Fair. This exhibit is still to be seen at the school and shows many pieces of work by the first class.

No unusual events, connected with the class, took place during the year. The class did take part in a few celebrations but we had no class rushes. The manual training class had a



hard time making itself seen or heard among the domestic science, art and kindergarten departments. The several departments met and established the custom of having Mr. Harvey address the class at commencement time.

Early in the year the manual training class had a large number of positions to choose from. J. A. Bonell finally took a position at The Marathon County School of Agriculture and Domestic Economy, Wausau, Wisconsin, and still holds the same position. V. E. Thompson is now at the same place where he started in, but spent one year of the time since leaving Stout at industrial work. Thompson is at Grand Rapids, Wisconsin, where it is his privilege to stay as long as he wishes to stay. The class of 1904 seems to have given satisfaction and made a record for all classes to follow.

Class members.

J. A. BONNELL, Wausau, Wis.

V. E. THOMPSON, Grand Rapids, Wis.

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#### MANUAL TRAINING CLASS OF 1905

The manual training class of 1905 was the first organized class of manual training to graduate from the Stout Institute. Not a very large class, to be sure, for there were only four members; Harvey McComb, now teaching in the public schools of Rio Pedras, Porto Rico; Edward T. Snively, located in Fort Dodge, Iowa, in charge of the manual work in the high school and in some of the grades; Elmer E. Miller, director of manual training in the high and graded schools of Ironwood, Mich.; and John O. Steendahl, Instructor of Mechanic Arts and Drawing, in the Academy of Idaho, Pocatello, Idaho.

Harvey McComb left Stout before the end of the school year and accepted a position in the schools of Stevens Point, Wis., and remained there until this past fall, which is evidence enough that he has, and is making good. This past fall he was called to take charge of the work at Rio Pedras, Porto Rico. From recent reports comes the assurance that he has a strong department and is doing excellent work.

Edward T. Snively has had a very checkered career but successful and filled with good experiences. For two years after he graduated he had charge of the manual work and drawing in the public schools of Janesville, Wis. To say that Ed. was a success, would be putting it mildly, for when the fact became known that he was planning to enter the "U" of Wis., his Superintendent offered him an increase in salary and urged him to remain. In spite of this, Ed. entered the "U" and spent two years in the engineering department. In the "U", Ed. soon became known as an excellent student and as a point winner on the "Gym. Team." But, soon the Superintendent of the Fort Dodge schools heard of him, and finally persuaded him to direct the manual work there. He is worked hard at his present position but has one of the best equipments in the state, with the power to organize his own courses in all work. The work consists of wood work in grades and high school and mechanical drawing in the high, also metal work for the advanced students. Edward is a very modest, capable young man, and it was



exceedingly difficult to get any facts pertaining to his success. However, we know of his former work; his special training; and preparation along mechanical and educational lines; his pleasing disposition and all around ability to do a thing well, and therefore, we proclaim for him a continued success.

Elmer E. Miller was elected to fill the position of Director of Manual Training and superintendent of shops, in the College of Montana, at Deer Lodge, before he left Stout. The next year, he was called to accept the directorship of manual work in the city schools of Lead, S. D. Here Elmer equipped the entire department and introduced the work in wood and drawing. When the Superintendent of Schools of Ironwood, Mich., started to seek for a good man to equip the new manual training school and take charge of same, he ceased operations and patted himself on the back when he secured Miller. The school at Ironwood is one of the best and most modern in the country. Nothing but the very best and most practical equipment was purchased and the \$40,000 was spent to the best advantage. Machine shop, wood turning lathes and forge equipment are all driven by individual motors. The foundry is modern in every respect and the mechanical drawing room and equipment comprise a model department. Aside from the regular school work, Miller conducts night classes and thus extends his usefulness. Grant Bonell, class 1909, is his able assistant and together they form a most successful pair.

John O. Steendahl's first year on duty was spent in La Junta, Colo., as director of manual training and drawing in the Union High school. The equipment for wood work and drawing was selected and installed by him, and the work introduced for the first time. Before the end of the school year he was elected to fill the position of Instructor of Mechanic Arts and Drawing in the Academy of Idaho, at Pocatello, Idaho.

The Academy of Idaho is a state school, supported and controlled by the state, offering courses in college preparatory and the Industrial field. During the past four years wood turning and forging have been added to the shop courses and plans are being laid to equip a machine shop and foundry. Work will soon be offered in brick laying, plumbing, and tin smithing. Aside from the regular school work, Steendahl has had charge of the orchestra and has assisted in all athletics.

The members of the manual training class of 1905, desire to extend their best wishes and greetings to all Stout enthusiasts and especially to our schoolmates of 1905 and 1906. We are proud of the Stout Annual and wish it all good will and success.

JOHN O. STEENDAHL.

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## MANUAL TRAINING CLASS OF 1906

### CLASS ROLL

Ellery W. Barber, Director Manual Training,  
Public Schools, Fargo, N. D.

Robert H. Condie, Director Manual Training,  
Public Schools, Antigo, Wis.

L. M. Cole, Director Manual Training, Milliken  
University, Decatur, Ill.

Glenn H. Hill, Director Manual Training, Pub-  
lic Schools, Boise City, Idaho.



Geo. R. Holeton, Director Manual Training,  
Winnebago County Agricultural School, Winne-  
conne, Wis.

Rollin Marsden, Director Manual Training, Pub-  
lic Schools, Fullerton, Cal.

Louis F. Olson, Director Manual Training, Pub-  
lic Schools, Madison, Wis.

Amos D. Stetler, Assistant Manual Training,

Public School, St. Louis, Mo.

Allen D. Towne, Director Manual Training,  
State Normal School, Kirksville, Mo.

Stephen F. Wall, Director Manual Training,  
Public Schools, Fond du Lac, Wis.

F. Huse Webster, Director Manual Training, Pub-  
lic Schools, Meadville, Pa.

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## MANUAL TRAINING CLASS OF 1907

The manual training section of the class of 1907 was unique in many respects. The various characteristics can best be explained by the different members of the class.

At the beginning of our Junior year we numbered nine. This was reduced to eight before the end of the year when Miss France d' Argent left school to take up work elsewhere.

During the first few weeks of school we were duly initiated into the Stout life by the Seniors. This included a very thorough inspection of the tank, with free instruction in swimming for the different members of the class. A visit to the Dunn County fair was the next event of any importance. The Juniors and Seniors attended in a body. All were in full uniform and with Towne of the Seniors as captain we had a very pleasant afternoon. A convict parade and a watermelon feast were the principal events of the day.

During the winter months a Power study class was formed, and "Dad" Cole of the Seniors taught us how to run a steam engine.

The second year was a repetition of the first in many respects, but with a few added features.

During this year the class was often spoken of as an absolute monarchy. This can be explained by the fact—well, "ask the man who knows."

A "bowery dance" on Broadway opened the social season and was followed by a number of week-end parties.

During the fall those never-to-be-forgotten foot ball games with the M. H. S. were pulled off. "Who got the bumps?"

A visit to the "West side Suburb," on a Saturday afternoon was also one of the important happenings of this year. Go to Smith for the particulars.

The end of the year found us all hard at work on the Thesis proposition.

This brings to mind the fact that Raeth was very calm when he delivered his thesis. For particulars enquire of J. F. Knowlton. After commencement came the trunk packing (our own and others). Ask Fuller about this.

Then came the final farewells and we scattered to the four winds.

HARRY A. JACOBSON



## CLASS ROLL

Best, Louis F., Instructor, St. Paul, Minn.  
Beers, Valdamere V., Director of Manual Training, Public Schools, Janesville, Wis.  
Fuller, Ira S., Director of Manual Training, Public Schools, La Crosse, Wis.  
Jacobson, Harry A., Director of Manual Training, Public Schools, Crystal Falls, Mich.

Knowlton, Jay F., Director of Manual Training, Public Schools, Austin, Minn.  
Raeth, Adolph, Instructor Manual Training, Public Schools, Milwaukee, Wis.  
Smith, Theo. H., Assistant Manual Training, Public Schools, Seattle, Wash.  
Works, Clarasia M., Augusta, Wis.

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## MANUAL TRAINING CLASS OF 1908

To-day as I stand in the clock tower of the Stout Institute and look out over hill and field and lake, the past crowds in upon my memory. I think of the class of 1908, who, when farewells were said that bright June morning, went from Menomonie with heads, satchels, and trunks full, and with hearts light, in search of the wealth of the mines,—of school teaching. To east and to west went forth these volunteers,—from north and from south came calls for these sturdy Manual Training men.

And now, two years since that time, as I look to the north, on the shore of Lake Superior, I still see one of our yeomen pressing forward in his work of life. Looking to the east I see several of that class who are still faithful to our own state, Wisconsin. Occasionally I hear voices from these proclaiming and defending some cherished idea which had its origin near Lake Menomine. Farther to the eastward, across fertile prairies, and beyond smoky cities,—in Ohio,—I see the place where lives one of the senior members of the class. It is spring and I fancy I see him training a rose bush in the front yard. Thru the open window of his home comes music,—the “language of a soul.” Then to the south and west something in the distance seems to attract us. Do you see that young giant standing before his class expounding the laws of projection and of perspective? You say he lectures well. Yes, but you remember that he began that work in our “Class Talks” while in Stout. But in our effort to see things in the distance we have overlooked the game that is being played just down on the banks of the Mississippi River. Yes, sure enough, there is one of our number. He must be playing the old Indian game,—“la cross.” Looking straight west we see four states claiming our students,—Minnesota, North Dakota, Montana, and Oregon.

We welcome the winds from all directions because they bring us good news. All of our class are still teaching manual training, although we understand some of them have indirect supervision of “domestic science.” West and Rees were heading the list, Nott came next, Brockus, fourth, Harlacher, fifth,—and, who did you say was next?

Several times during the year we have had messages giving good news about the work being done by different members. And when all reports are in we trust that a good word will be credited to each and everyone of our class of 1908.

Was this a remarkable class while in school? Emphatically, yes! Its members figured prominently in all the school organizations. The Stout Literary Society originated and grew



under its careful direction and support. Since then it has been non-existent. The basket ball team won laurels for the school when Bailey, Touton, Spaulding, and Zittleman were in the game. Our class was also well represented in the Glee Club, although the leaders were men from the class of 1909. It was good for us that so much excellent material was brought together at one time. It is well that it is now scattered, doing good to great numbers of boys before whom we stand as teachers, not only of Manual Training but of Life.

FRED L. CURRAN

### CLASS ROLL

Paul E. Bailey (Bill), Director Manual Training, Public Schools, Ashland, Wis.

Charles A. Brockus (Cassius), Director Manual Training, Public Schools, Minot, N. D.

Charles W. Byrnes, (Stubby), Director Manual Training, Public Schools, Green Bay, Wis.

Fred L. Curran, Assistant Manual Training, Stout Institute, Menomonie, Wis.

Edward J. Engeseth (Ed), Director Manual Training, Public Schools, Wauwatosa, Wis.

Eugene H. Harlacher, Director Manual Training, Public Schools, Eau Claire, Wis.

J. Raymond McNeal (Mac), Director Manual Training, Public Schools, Baker City, Oregon.

Max E. Newcomb (Newc), Assistant Manual Training, Public Schools, La Crosse, Wis.

Frank L. Nott, (Nott) Assistant Manual Training, Public Schools, Columbus, Ohio.

Arthur L. Olsen, (Ole) Assistant Manual Training, Public Schools, Oshkosh, Wis.

Thomas S. Rees, (Tommy), Director Manual Training, Public Schools, Racine, Wis.

Benjamin W. Spaulding, (Ben), Instructor Manual Training and Principal, Bozeman, Mont.

Frank S. Steckel, (Steck), Director Manual Training, Public Schools, Manitowoc, Wis.

Louis L. Touton, (Tute) Instructor High school, Kansas City, Mo.

Newton Van Dalsem, (Van), Director Manual Training, Neenah, Wis.

R. D. West, (West), Director Manual Training, Dunn County School of Agriculture, Menomonie, Wis.

Henry T. Zittleman, (Zit), Director Manual Training, Public Schools, Two Harbors, Minn.

### MANUAL TRAINING 1909

If every department of this year's annual is headed by an editor who keeps so everlastingly after material as does the alumni editor I'd almost be willing to pay double price for the book.

St. Paul instead of having shop centers as is so customary in larger school systems has a completely equipped shop in most of the schools of the city. They number thirty-four at the present time. The teaching force for the grade wood work numbers thirteen, four of whom are Stout men.

Two very interesting types of schools found in St. Paul are the vocational and the parental schools. To the former are sent delinquent and backward boys who spend half of their time in shop work, mechanical drawing and elementary physics, and the remaining one-half in academic subjects for a term of three years. The latter is composed of two classes of boys, those who have become incorrigible in the regular schools and those who have been sentenced to the school by the juvenile court for some petty crime outside of school. Here most of the time is spent in shop work. In both of these schools the work is conducted by an instructor who gives all of his time to the teaching of wood work in just the one school.

St. Paul

R. E. CHLOUPEK



## CLASS ROLL

Max H. Bauman, Instructor Manual Training,  
Public Schools, Madison, Wis.

Grant A. Bonnell, Instructor Manual Training,  
Public Schools, Ironwood, Mich.

Clyde Bowman, Director Manual Training, Public  
Schools, Stillwater, Minn.

Earl Chalfant, Director Manual Training, Public  
Schools, Douglas, Arizona.

R. E. Chloupek, Instructor Manual Training, Pub-  
lic Schools, St. Paul, Minn.

Arthur R. Coram, Director Manual Training,  
Public Schools, Keokuk, Ia.

H. G. Funsett, Director Manual Training, Public  
Schools, Chippewa Falls, Wis.

Henry C. Gerber, Director Manual Training, Pub-  
lic Schools, Stanley, Wis.

Chas. P. Kavanaugh, Instructor Manual Training,  
Public Schools, Antigo, Wis.

Michael Kavanaugh, Instructor Manual Training,  
Public Schools, Muscatine, Ia.

James F. McKeever, Director Manual Training,  
North Side High School, Milwaukee, Wis.

O. M. Miller, Instructor Manual Training, Public  
Schools, Columbus, Ohio.

Claude E. Nihart, Instructor Manual Training,  
Public Schools, Butte, Mont.

Geo. G. Price, Instructor and Principal, Public  
Schools, Wausau, Wis.

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## LOOKING BACKWARD

(With Apologies to Edward Bellamy.) By Bill's Ma.

We, the class of 1901, had eagerly and joyously accepted the summons to the re-union. From far and near we hurried back to dear old Menomonie, scene of our youthful frolics, where we had worked and played, giggled and frivoleed together ten mortal years ago. We hurried back with luggage, husbands and babies, all unceremoniously bundled into the Hotel Royal together. Luggage we must have, but husbands and babies were merely superfluities at this time, the reunion of the glorious class of 1901, the first graduates of Stout, who had given the school its reputation, or at least a part of it. Ever after the exodus of that first class, I am told, Menomonie housekeepers were averse to receiving future cadets with their families, tho' surely they could not have hoped to find another class like ours. On the morning of the eventful day we were shown thro' the schools of Menomonie by such heads of departments as had the time and inclination. One of them, who was a new instructor at Stout, misunderstood the introduction and took us for tourists passing thro', but after having received eight distinct snubs he said no more about it. Such of our husbands who trailed along in the rear with an armful of "Brother" or "Sister" remarked amongst themselves that they only wished we were—passing thro' with no stop-over privileges on the ticket.

On our way to the Kindergarten that afternoon we scanned the faces of all we met, but there seemed no one abroad whom we knew. All, doubtless, were at the Kindergarten awaiting our arrival.

By previous correspondence amongst ourselves we had planned a pretty little program to take place on the circle. Each member of the old class was to contribute her part to the entertainment—recalling to our minds as nearly as may be the old happy days. The room was full of visitors as we filed in that afternoon. We took the places reserved for us on the circle and left our appendages in the background, from where they seemed to fade into dim distance, which in truth I afterward discovered, was the case.



As I took my place upon the old well-remembered circle on my little red chair I dared not glance at the sea of faces about me lest my emotion should overcome me. So instead I watched the futile efforts of several of my class-mates to find comfort in the little red chairs that had somehow grown smaller.

The children were singing a rollicking tune as we entered, and immediately afterward, Marie, of our number, as sole Menomonie representative, was called upon. She made us a pathetic speech of welcome, saying complimentary things along with the reverse, and we sat with full hearts and eyes.

Eve (for is not Adam's wife called Eve?) came next, but because of some childish difference between her small sons, there was a slight delay. However, the ever resourceful Eve settled the controversy with a private word and an apple apiece and all was again serene. Eve's number on our program was a carefully written treatise upon the sacredness of motherhood, beginning "Corporal punishment is very good punishment." After vigorous applause there followed a brief encore on "Children's diseases." Harry followed Eve—favoring us with a piano solo of "Busy is the Carpenter" with variations. It was beautifully rendered, in Harry's own glorious technique. She afterward told us that it was the first time she had touched a piano in months—her specialty now being organ and phonograph, of which she was a teacher.

Mrs. Mormon's recital of "How can men in Utah support plural wives when they can't support one in Wisconsin?" was interrupted constantly by spasms of applause from an enthusiastic female audience. The Mormons were shown up in their true light, and it is surmised that the piece may make a stir in Washington.

The Foreigner, wearing an exquisite directorie gown, favored us with a vocal solo—"Chilly Little Chicadees," in French. In response to thundering applause she wound thro' the mazes of a clever little dance being assisted therein by five natives of Honolulu, who had accompanied her on her return trip.

Topsy gave us some new steps in cake-walk, but was quietly requested to desist by our Lady Supervisor, as being bad for the children. We were all disappointed for she had been taught by a dancing master at Owen, and we had heard that the steps were both intricate and beautiful.

Daisy dramatized a little sketch from Froebel's life. She had come to town a few days early and had looked up such of her erstwhile little pupils who were not away at college or in business. Tho' a little large for the group of village children she strove to portray, (one of the boys having a mustache) the spirit of the thing was beautiful. Daisy herself impersonated Froebel.

Last of all, I, as Bill's Ma was called upon for my contribution to the program. Long had I pondered as to an interesting and appropriate feature; and one evening sitting in the gallery at a five- and ten-cent show I found the very thing. It was the rendition of a "Giggling Song", and would be but a gentle reminder of the greatest giggler Stout has ever known. The song required endless practice and a special costume of rubber, for nothing else would stand the inhalations and paroxysms that the singer must accomplish. Bill's Ma spared no



time, expense or rubber, and had the satisfaction of being told that it was absolutely natural, rubber and all.

This number ended our carefully selected program. After it our Superior Lady introduced us to dozens upon dozens of strangers. I wondered why there were so few of the old friends. Gone, married, dead? Or gone, dead, married? Even as I wondered I saw thru the window a group of men with familiar faces and neckties moving off on tip-toe. They were the beaux of the ball room of ten years ago. Some of them had liked us. As I looked they clapped each other upon the back as tho in congratulation.

For the benefit of our readers who have had memories dimmed by the years of estrangement I submit the following names, real and otherwise.

|               |   |   |   |   |   |                                  |
|---------------|---|---|---|---|---|----------------------------------|
| Marie         | - | - | - | - | - | Mary Ehrhard                     |
| Eve           | - | - | - | - | - | Mrs. Edna Thomas Airis           |
| Harry         | - | - | - | - | - | L. Harrison Devereux             |
| Mrs. Mormon   | - | - | - | - | - | Mrs. Blanche R. Huntzricker      |
| Daisy         | - | - | - | - | - | Mrs. Marguerite Grannis O'Malley |
| The Foreigner | - | - | - | - | - | Edith Fitzgerald                 |
| Topsy         | - | - | - | - | - | Alice V. Wilson                  |
| Bill's Ma     | - | - | - | - | - | Mrs. Elsa D. Kircher             |

#### CLASS ROLL

Elsie M. Danger, Mrs. Charles H. Kircher, Ogden, Utah.

Stella H. Devereux, Kindergarten Director, Everett, Wash.

Mary Ehrhard, Supervisor Kindergarten, Menomonic, Wis.

Edith M. Fitzgerald, Teacher Kindergarten Honolulu, Hawaiian Islands.

Marguerite A. Grannis, Mrs. J. P. O'Malley, Bayfield, Wis.

Blanche A. Ring, Mrs. V. A. Huntzricker, St. George, Utah.

Edna B. Thomas, Mrs. Adam J. Airis, Eau Claire, Wis.

Alice V. Wilson, Primary Teacher, Withee, Wis.

#### KINDERGARTEN CLASS OF 1902

The class of 1902 was the smallest class that ever has, or probably ever will graduate from the Stout Manual Training school. We were only six in number but in spirit we were twice that number.

As we were the second class to graduate from the Kindergarten department, the class before us had done a great deal to create a good school spirit and to demand an equal recognition with other schools of its kind. So we, as the second class, felt that we must do something to strengthen that recognition, and also to make our class a credit to the school.

After due consideration, it was suggested that we design a class pin and if it proved favorable to the preceding class and to the present Junior class, to adopt it as a school pin. This suggestion received the hearty approval of the class. So a committee was appointed to design the pin.

We soon had our design made and ordered one on approval. When it came, it was



even prettier than we anticipated and was received very favorably by all, and was at once adopted as a school pin. That is the same pin that we are all wearing now, from the first class of 1901 to the class of 1909. May it live as long as the Stout Manual Training School exists.

The members of the class are:

Minnie E. Perry, Teacher, Algoma, Wis.

Margaret Feldhausen, Teacher, Seattle, Wash.

Cora Morford, Teacher, Merrill, Wis.

Edith Webber.

Harriet Wilson.

Bess Alice Thayer.

The first three are still teaching and are very successful in their work. The last three have married after teaching several years.

Edith Webber is now Mrs. Joe Palmer and lives in Chicago.

Harriet Wilson is now Mrs. N. Curtis and lives in Carrollton, Alabama.

Bess Alice Thayer is now Mrs. Hector L. Bourgerie and lives in Minneapolis.

We have never met together as a class since the day we graduated, and it is the earnest hope of the writer that some day we may meet as a class, and that we may meet with the alumni of the Stout Manual Training school as a power in the Educational World of today.

BESS THAYER-BOURGERIE

Minneapolis

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### KINDERGARTEN CLASS OF 1903

The Kindergarten class of 1903 was remarkable for their conscientious work, high class standing and complete harmony. The two years in "Stout" under the beautiful influence and teaching of our beloved supervisor, Mrs. Greenlee, and the loving help of our Directresses, is one of the most precious memories in our lives.

There were many outside pleasures connected with our regular school work, one of which was our tramp to the brickyards, where we had a jolly as well as instructive afternoon.

Our first deviation of the Junior year, was when Mrs. Greenlee entertained the faculty, Juniors, and Seniors, at a "Mother Goose Party".

Each one appeared as some Mother Goose character and they were all there, from old "Mother Goose" herself, to Jack and Jill who actually "tumbled down hill", which happened to be the front stairs. The party was one round of laughter and this brief reference will recall many memories to those who were there.

Another ever-to-be-remembered affair, was "The Ride to Bumpville", given our class and Kindergarten faculty by the Juniors. Oh! Those Juniors! But each one was a dear girl. We shall always remember them with loving thoughts. When our invitations came, scribbled on zig-zag pieces of brown meat-marked paper and pinned with a straw, we were doing some guessing, as to "what now, from those terrible Juniors." It proved to be a delightful ride in a big bumpy wagon over bumpy country roads. The stump speech was the



best remembered event of this trip. We ended the ride at "The Monte" where a delicious dinner had been ordered. All sat at one long table and amid toasts, laughter and songs, we owned "The Monte" for a few short hours.

We will also recall with pleasure the evening when our valedictorian, Cora Bawn, entertained her classmates.

In the spring of our Senior year, some of us were threatened with that terrible affliction, spring fever. One afternoon we picked some Kindergarten books and a lunch and went up the Creek to study. But who does not know that the Creek is an ideal place to dream and feel dear "Mother Nature" close to us, and not very conducive to studying pedagogy? Our delightfully lazy afternoon was interrupted by a storm, which dampened everything but our spirits.

We pulled our boats on land and tipped them bottom side up on a stump, then crept under, where we managed to eat a very watery lunch and Amy even tried to do some more studying, until the storm passed. Then we drifted down stream singing our dear old Kindergarten songs. The next day we were in a continuous shiver trying to hide what we didn't know in pedagogy.

There is a moral to this, perhaps you can guess, for—

"The river, the woods, the heavens, the hills,  
Are not a world today,  
But just a place God made for us,  
In which to play."

There are many more pleasant experiences we had while attending the Kindergarten Training school, which will ever be kept in the treasure house of our memories.

If we could take a peep at our classmates now, we would find each one scattering the Kindergarten spirit of love and happiness wherever she goes.

We would find Laura Cox, the happy wife of Charlie Williams, a popular and prosperous merchant of Augusta, Wis. Last summer Laura attended Bess Thayer's wedding in Minneapolis, where she had a delightful visit with Louise Ramsdale, who is the same happy "Atchido", we all loved as our Director of "Codington".

Laura taught in her home town, Augusta, for three and a half years with great success. She made a good record for her class and alma mater.

Gertrude Ralph married "Dick" Sowden and is so extremely happy she now advises her friends to take the "fatal plunge". When she is not "working hard keeping house", she is out motoring and "doing society". But for a few pounds added in avoirdupois she looks the same "Gertie" who always stirred up things at "Stout". Her years of teaching were most successful. She and Amy James started at Rice Lake, where they both taught two years, meeting and overcoming many difficulties. Her last two years of teaching were spent in Racine, where she was highly recommended by the superintendent, when she resigned to embark upon the sea of matrimony.

Amy James enjoyed her two years at Rice Lake, "but for outside amusement, life was tame." Amy accepted a position at Arbor Vitae, where she successfully conducted a kinder-



garten for two years. She is now cheerfully doing the duties of homemaker in Shawano, also teaching there.

Adalyn James, now Mrs. Frank Bissell, taught a kindergarten at Arbor Vitae for two years. We met her on a Northwestern train about three years ago. She looked well and prosperous and said she was very happy. They have a lovely home in Edgar, near Wausau, where her husband has lumber interests.

Myrtle Lillie is teaching in Wausau, where she has been director of a kindergarten since graduating. Myrtle is a "home girl" and has met with marked success teaching in her home town.

We have learned that Anna Bandli is teaching in Boise City, Idaho. She must be completely wrapped up in her work and the West, for we are sorry to say we haven't much news from her at present. She taught in Mondovi, Wis., for three years after graduating, where she did splendid work.

Stella Trainor, one of the most sympathetic girls with the children under her care at "Stout", is at her home in Menomonie, where she assists in the homemaking. She has always been glad she took advantage of the Stout Kindergarten Training School.

Cora Barron took the post-graduate course at the Teachers' College, Indianapolis, Ind., after graduating. From the fall of 1904 to 1909 she taught in the Kindergarten department of Stout Institute with marked success. She was also Director of Codington Kindergarten. In the fall of 1909, she accepted a very flattering offer from the State Normal of New Mexico at Las Vegas, as Supervisor of Public Kindergartens and Supervisor of the Kindergarten Training School for Teachers. She is charmed with the well equipped school, and the western climate and fascinating country. We looked for great things from Cora and she has not disappointed us.

Carrie Powers accepted a position in Chippewa Falls, where she has devoted herself to her home and school since graduating. She is now teaching in the choicest school at the maximum salary. The superintendent thinks our "modest Carrie" one of his best teachers. She journeyed west last summer and lost her heart to the state of Washington (no questions asked), but Carrie threatens leaving Chippewa next year to seek more "thrilling experiences" in the "Golden West".

After teaching one successful year in Medford, Wis., Florence Rowell was married in 1905 to Tom Anderson, now Register of Deeds of Taylor county. They are living in Medford where they have an exceptionally happy home, blessed with a beautiful little daughter. Marjorie Charlotte is now two years old and sings and plays some of the kindergarten songs with great glee. Spontaneity is a part of her nature. She is original and quick, and "keeps up with her father in an argument", but then "Tom" never had the kindergarten training. Florence is to be congratulated as the first of her class to have a little one of her very own. We should love to see the mother teaching her kindergarten of one, for we know she makes an ideal mother as she did a kindergarten teacher.

The writer would like to be excused from writing of herself but will say that the kindergarten training was one of the happiest and most beneficial events of her life. One thing she learned in particular is that tact, like court-plaster and canned fruit, is a good thing to have on hand



at all times. As to her experience teaching, it was varied and most fascinating. The year 1904 was spent as director of a kindergarten, Berlin, Wis.; 1905 she accepted a position with higher salary in Kaukauna, where she organized mothers' and parents' clubs. In the year 1906 she accepted a position in Eau Claire, teaching there two years, and the winter of 1908 she taught in Spokane, Wash., returning home to Wisconsin, she again taught in Eau Claire up to 1909.

Reunions have been suggested by some of the alumni. For the past two years we have had sort of a Stout kindergarten reunion in Eau Claire during the convention held there every fall. Several years ago we had a delightful reunion of kindergartners in Eau Claire when our beloved Supervisor, Mrs. Greenlee, visited "her girls" on her way home. About a dozen Stout kindergarten alumni enjoyed this occasion and we feel that if an annual reunion of Stout alumni is organized it will be well attended.

IDA D. TONNAR

#### CLASS ROLL

|                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Laura Cox, Mrs. Chas. Williams, Augusta, Wis.                         | Stella Trainor, Menomonie, Wis.                                                         |
| Gertrude Ralph, Mrs. Ralph Sowden, 902 S. B. St., Arkansas City, Ark. | Cora Barron, Director Kdg. Dept. in care of State Normal School, Las Vegas, New Mexico. |
| Amy James, Teacher, Shawano, Wis.                                     | Carrie Powers, Teacher, Chippewa Falls, Wis.                                            |
| Myrtle Lillie, Teacher, Wausau, Wis.                                  | Florence Rowell, Mrs. Tom Anderson, Medford, Wis.                                       |
| Adalyn James, Mrs. Frank Bissell, Edgar, Wis.                         | Ida Tonnar, Menomonie, Wis.                                                             |
| Anna Bandli, Teacher, Boise City, Idaho.                              |                                                                                         |

#### KINDERGARTEN CLASS OF 1904

Alice Lester Bennett—The year after graduation she spent at home, moving in the fall of that year to a new home. In 1905 and 1906 she taught the first grade in the public schools of Glenwood, Wisconsin. In 1906-07 she taught first and second grades in the state graded schools at Birchwood, Wisconsin. When she returned home in June of that year she found her mother's health failing and installed herself as nurse. Her mother passed away in November of that year, since which time she has been the housekeeper for her father, "as well as landlady for the country school ma'am". She is devoting her life to the home, to Sunday school and church work, and the round of her happy but uneventful life holds the prospects of great service. The "memories" of school and teaching days, of teachers and of classmates are never forgotten. She is to be found in New Richmond, Wisconsin, R. F. D. No. 6.

Nina O. Blank—Taught in Wonewoc, Wisconsin, during the years of 1904-05-06, going the next year to Westboro, Wisconsin, and in 1907-08 taught in Merrill, Wisconsin. Since that time she has been at home in Reedsburg, Wisconsin. She is especially interested in a reunion of her classmates.

Lydia Bundy—took her first year of kindergarten training in St. Louis and so was a member of our class but one year. After her graduation she accepted a position as supervisor of kindergartens in Grand Rapids, Wisconsin, where she taught three years. On June the



18th, 1907, she was married to Rev. Clyde Balch Blakeslee, rector of the Episcopal church in Grand Rapids, Wisconsin. Two children, John and Jane, were born to them there. They are now living in Hudson, Wisconsin.

Gertrude Faye Butterfield—Taught in Menominee, Michigan, in 1904-05, going the following year to her home in Antigo, Wisconsin, where she did primary work for two years. In the fall of 1909 she was married to Mr. W. H. Wolpert, a merchant in Antigo. She says housekeeping is far ahead of teaching, and that the cooking lessons she received in Menomonie are of inestimable value at present. What think you of this, "Class of 1904"?

Lillian Caesar—Taught her first kindergarten in New Lisbon, Wisconsin, returning a second year. In 1907-08 she taught in her home town, Rice Lake, Wisconsin. The next year she went to Wausaukee, Wisconsin. She married Mr. Alvin Greenwood on April 3, 1909, since which time they have been living in Portland, Oregon, 960 Corbett St.

Ida Callahan—Despite the fact that Mrs. Greenlee's parting admonition was, that we make a thorough study of the "Education of Man," Ida Callahan is still signing her name the same old way. Had she known that this worthy class of 1904 "was to be called upon" she would have written a book or started an expedition to the North Pole—anything to have added name and fame to the class annals. She spent five happy years, following her graduation, in Janesville, Wisconsin, but last summer made a trip west and thought she'd stay. She may be found in Apartment M, "The Wadell", Tacoma, Washington.

Mary Jane Carney—Taught in 1904-05 in Stanley, Wisconsin, changing to Washburn the following year. The third year she taught in Eveleth, Minn. She was married in Hammond, Wisconsin, on September the first, 1908, to Mr. Louis F. Olson of the Stout Institute. Their home is now at 516 E. Johnson street, Madison, Wisconsin.

Maud Alice Davis—Began her career in Arbor Vitae, Wisconsin, but moved with her family in 1905 to Tacoma, Washington, where she taught primary work for four years. This year she is at Columbia University working for a B. S. and a diploma in primary supervision in Teachers' College. Miss Callahan writes that the superintendent of the Tacoma schools sings her praises.

Mary George—Taught her first two years in Barron, Wisconsin, going in the fall of 1906 to Eau Claire, where she is still teaching in the public schools.

Anna Johnson—Went into the Eau Claire schools in 1904, where she taught through the year of 1905-06. She was married in Eau Claire on October 2, 1906, to Mr. Fredrick Juul Noer, making their home in Glenwood, Wisconsin, where Mr. Noer is the proprietor of a drug store.

Katherine Kelley—The year 1904-05 found Katherine Kelley in Edgerton, Wisconsin, where she organized the first kindergarten. The next year she went to her home in Eau Claire, Wisconsin, where she has since taught in the kindergarten department of the public schools.

Florence Eleanor Richardson—The story of Florence E. Richardson would fill more space than one Annual would allow. See no longer signs herself in the old familiar style but writes her name Mrs. John Pettigrew Ballantyne of 305 Oxford Ave., Eau Claire, Wisconsin. She was married to Mr. Ballantyne, who is a member of the faculty of the Eau Claire High



School, on the eighteenth of August, 1909, at Ablemans, Wisconsin. She was director of a kindergarten at Hurley, Wisconsin, 1904-05, and that fall she traveled in the Western states from September until December. She taught in Merrill, Wisconsin, from January, 1906, until June, 1908. The following year was spent at her home in Ablemans.

Bessie Sargent—Was not long in the professional world. Before the autumn of 1904 she was married to Mr. Arthur W. Roper, of Menomonie, Wisconsin, at which place she has since made her home.

Helga Toft—Went to Sparta, Wisconsin, in 1904 to accept a position as kindergartner in the State School for Dependent Children. In September, 1906, she went to Oregon, Wisconsin, where she organized the first kindergarten and remained there three years. Miss Toft spent the summer of 1909 on the Pacific coast, since which time she has been in Menomonie, Wisconsin.

Pearl Willey—Taught during the year 1904-05 at Berlin, Wisconsin, spending the following year at her home in Richland Center, Wisconsin. During the year of 1906-07 she had charge of a kindergarten at Milton, Wisconsin. The years 1907-09 were spent in Glidden, Wisconsin, in kindergarten work. This year she is located at Hayward, Wisconsin, with an assistant from the Milwaukee Normal.

Franklin Worthington—Spent five years, since her graduation, in Grand Rapids, Wisconsin, where she was director of two kindergartens, having two assistants. Out of the six assistants under her, during these years, four have completed their training in Normal schools. Three entered the kindergarten field of work and one entered domestic science. This year she is spending at her home in Richland, Iowa, next door neighbor to "our beloved teacher and friend, Mrs. John A. Greenlee." Mrs. Greenlee would be pleased if the class of 1904 would start a "class letter", for she likes to keep in touch with all her girls.

FRANKLIN WORTHINGTON

Richland, Iowa

Class of 1904

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### KINDERGARTEN CLASS OF 1905

The '05, Kindergartners were a most happy, congenial dozen. When Juniors our class was some larger, but a few, for various reasons dropped from the number; two to take up the work again and finish with later classes. But this wonderful dozen of '05 that worked and played together have many happy reminiscences.

We all worked together with such a joyful spirit, each striving to get the most from their chosen work and yet working together as a whole and for the good of all. Added to this true community spirit was the delightful co-operation with the faculty, which, hand in hand, made our class what it was and still is.

A reverie of those happy days spent at "Stout" gives just a glimpse of the life while there, for it would be an impossible undertaking to write everything.

What fun we had at that reception given us by our worthy Seniors, and at the many other parties and sleigh rides.



Evening study hours were indulged in by all, and many have memories of the wee, wan hours.

The recitations cause much reflection; when lessons had been well prepared it was a joy to recite, but a reprimand from any of our dear teachers meant sorrow to the erring one.

Many were the hours spent in studying, painting, basket and rug weaving, clay modeling, color work, paper cutting and folding, sewing and even a few beneficial lessons in cooking.

The morning practice work in the kindergarten were happy, well-spent hours to all the girls, and when the appointed time came to go to North Menomonie there was always the anticipation of the early morning ride in the "carry all" and it was enjoyed by all for it was a jolly crowd.

The Friday afternoon game circle period was a delight from beginning to end, for at that time each one put away all care and sorrow and enthusiastically entered into the kindergarten games. The birdies, froggies, and butterflies were really made to seem to be in a world of their own and the bows were particularly enjoyed by one of our Juniors.

So 'mid much conscientious work and happiness the hours flew swiftly by and when leave taking time came there was regret in every heart.

After '05 the dozen were scattered, but like good seed the fruit of their labors is well to be proud of.

Only one has joined the matrimonial ranks and she is married to a "Stout" graduate from the Manual Training Department. There are few that seem to have secrets but as yet the remaining eleven are teaching in their chosen line of work and all are doing most excellent work that gives them a name and place in the world.

In February '06 there was a reunion of all the kindergarten classes at Menomonie, and it was thoroughly enjoyed by all that were able to be present. Here our teachers, Seniors, and all our Juniors were again greeted and then there was a meeting of former classes.

The '05 class and teachers have a glorious class letter that brings joy to the heart each time the budget comes. Everything for a time is dropped and each letter is carefully read and appreciated. So although we are separated it keeps us in touch with each other, our whereabouts and work.

Now as the years pass by it seems to bring broader meanings to our class experiences that we gain through diligent work, scraps of history that come our way, and by unfolding of new ideas. It almost seems as if this happy class gains in power and wisdom as the days go by, so still let us look forward to even greater greatness.

JESSIE ADAMS

### CLASS ROLL

Almeda Dayton, Primary teacher, Red Wing, Minn.

Wanda Dudgeon, Teacher, St. Paul, Minn.

Lelia Dillon, Aneta, N. D.

Blanche Farquharson, Mrs. Elmer E. Miller, Ironwood, Mich.

Eleanor Field, Supervisor of Kindergartens, Billings, Mont.

Martha Field, Osseo, Wis.

Johanna Holm, Teacher, Eau Claire, Wis.

Hermione Silverthorn, Teacher, Wausau, Wis.

Elizabeth L. Sumner, Primary and Kindergarten teacher, Hibbing, Minn.

Marguerite Lawler, Primary teacher, Menomonie, Wis.

Eva Varnell, Teacher, Baraboo, Wis.

Jessie E. Adams, Teacher, Mondovi, Wis.



## KINDERGARTEN CLASS OF 1906

There were but seventeen girls in this Kindergarten Training Class of '06, but we had a most congenial time during our two years of training.

Our superintendent, Mrs. Martha Logsdon Coull Greenlee, won the hearts of all the girls and made our work very pleasant for us while at "Stout." We have a great many things to look back with pleasure to while at "Stout," especially our directors and instructors.

Since leaving school we have gone in all directions. We all tried our luck at teaching, for at least one year anyway, before Cupid got in his work.

I am still of the opinion that there is no training like the kindergarten training, and I wish that every girl could take it up as part of her training.

Galesville, Wis.

JANE B. ARNOLD

### CLASS ROLL

Mattie Austin, Teacher, Kenosha, Wis.  
Henrietta Josephine Breck, Mrs. F. L. Nott, Columbus, Ohio.

Lydia Brett, Teacher, Algoma, Wis.

Jane E. Burrows, Mrs. Gerald Arnold, Galesville, Wis.

Alice Caesar, Teacher School for Feeble Minded, Chippewa Falls, Wis.

Grace Dahlberg, Mrs. Lewis David Crane, Crane, Wis.

Gussie Grover, Mrs. Roy Chady, Oshkosh, Wis.

Elsbeth H. Hatch, Teacher Kindergarten, Racine, Wis.

Evelyn R. McMillan, Mrs. Francis C. Cutter, Schnectady, N. Y.

Elizabeth C. Momberg, Teacher Kindergarten, Wausaukee, Wis.

Bessie Peck, Teacher, Ironwood, Mich.

Laura B. Powers, Teacher Primary, Eau Claire, Wis.

Sadie L. Slagg, Teacher Primary, Eau Claire, Wis.

Hattie Lou Smith, Mrs. Irving R. Hippenmeyer, Fort Atkinson, Wis.

Dora von Briesen, Teacher Kindergarten, Wausau, Wis.

Henrietta C. Qauder, student Pascavant Hospital, 192 E. Superior St., Chicago, Ill.

Helen Hugdahl, Teacher, Eau Claire, Wis.

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## KINDERGARTEN CLASS OF 1907

### CLASS ROLL

Bessie Brown, visiting 107 W. Poplar St. Stockton, Cal.

Lillian Brown, Mrs. M. L. Page, 107 W. Poplar St. Stockton, Cal.

Bertha Drowatzky, teaching kindergarten, Grand Rapids, Wis.

Ida Dumville, teaching kindergarten in Marinette, Wis.

Leone Hanton, Mrs. B. L. Smith, Barnesville, Minn.

Susan McCutcheon, Mrs. M. D. Garrison, Thorpe, Wis.

Minnie Murphy, teaching, Eugene, Oregon.

Fannie Scribner, Mrs. A. A. Michaud, 1501 E. 2nd St., Duluth, Minn.

Mabel Sjolander, teaching, La Crosse, Wis.

Emma Strand, Mrs. J. C. Rockman, Barron, Wis.

Hallie Sutherland, teaching kindergarten, Rice Lake, Wis.

Myrta Thomas, teaching kindergarten, Payson, Utah.

Jennie Vernon, teaching, Cambridge, Wis.

Mary Wilcox, teaching, Eau Claire, Wis.

Martha Willson, Edgerton, Wis., not teaching this year.



## YE RECORD OF YE MAIDS OF 1908

In ye days when ye place of learning, in ye town by ye beautiful lake, Menomin, was named Stout Training School, there entered into that hall of fame, twenty faire damsels. These sweet maids purposed to know and understand ye little ones and peradventure to help ye children become knightly men and faire ladyes.

Each morn these twenty maidens would gather at ye Table Rounde and delve in ye secrets of ye learned "James". Many marvelled what these maidens might be and from their lengthy discourses thought them like unto ye great muse, Calliope. Many a joust did these sweet maids enter to uphold ye work for which they strove and great prowess was shown in their lists.

And when ye sun would slowly sink into ye golden west, such lays of tuneful melodyes would descend from ye upper floor that would waken ye hearts of all ye knights of ye Forge and Hammer.

Day by day each damsel grew more like ye faire image of ye true lover of children, until at ye end of ye year nineteen hundred and eight, each maid was sent forth to do ye work allotted her by Fate and ye kind and great president of ye institution.

Truly a fairer band of maids can scarce be found  
In many miles of country 'round,  
And should you wish to learn more of their fame  
You'll find below their present residence and name.

## YE ROLL OF YE CLASS

Marjorie Bailey, Teacher, Santa Barbara, Cal.  
Maude Bartlett, Teacher, Eau Claire, Wis.  
Beryl Campbell, Teacher, Rice Lake, Wis.  
Helen C. Clark, Teacher, Wausau, Wis.  
Edna Harmar, Teacher, Marinette, Wis.  
Clara B. John, Teacher, Cannon Falls, Minn.  
Jane Kyle, Teacher, Appleton, Wis.  
Grace Lusk, Teacher, Boise, Idaho.  
Mayme Mayers, Teacher, Wausau, Wis.

Pearl Newman, Teacher, Merrillan, Wis.  
Agnes Pinkerton, Teacher, Hibbing, Minn.  
Minnie Pingil, Teacher, Sparta, Wis.  
Helen Quinlan, Teacher, Burbank, Wash.  
Emma Schweppe, Teacher, Medford, Wis.  
Catherine Sullivan, Teacher, Bayfield, Wis.  
Alice Tilleson, Teacher, Merrill, Wis.  
Bertha Volkman, Teacher, Edgerton, Wis.  
Margaret Young, Teacher, Kaukauna, Wis.

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## KINDERGARTEN CLASS OF 1909

The class of 1909 was the last to graduate before the Kindergarten department was disbanded. Although this department was well established, there is still doubt in the minds of the alumni, of the present value of the diplomas, as the reason for discontinuing the kindergarten work has never been satisfactorily explained to them.

The class of 1909, however, with the juniors of that year, were assured that the department had been steadily gaining in attendance as well as in reputation, but because the room used for kindergarten work was needed for the Domestic Science department, which had been gaining in numbers even more rapidly, the Kindergarten department was taken out.



Then too, it was thought that since all the Normals are offering good kindergarten courses free of tuition, the majority of persons desiring kindergarten training would choose to attend a Normal school.

The general regret is that the department was disbanded.

Our class of 1909 was composed of sixteen girls, each of whom are holding good positions at the present time, and endeavoring to prove that "proper development is possible only through a high degree of self-activity in regard to teacher as well as pupil."

In the latter case this fact may be illustrated by the spontaneous remarks of children who are at present under the instruction of our class members.

- Ill. I. "My name is Ivan Benyowskowski and I live in Niagara, Wis. My teacher's name is Miss Arnold and she's allus talkin' 'bout Menomonie, an' says, 'conditions here ain't as good as at Central', what ever that means. But whatever our teacher says ain't no jolly, providin' she's tellin' the truth".
- Ill. II. "I'm Lena, do you know me? My ma takes in washing up by Nort' Rice Lake. Miss Morrison an' me (she's my teacher in the first grade) was just cleaning our school room. She says its the dirtiest school she ever teached in. They should a brung her here sooner cause she cleaned all the shelves and put things in boxes with little white papers pasted on to tell what's inside, 'just the way Miss Erhard does', teacher says. *Now* all the other teachers is cleanin' house."
- Ill. III. "This is the best hill in Chassel, Mich. Betsy an' me is learnin' to ski on it just like Miss Huntsman. She's Betsy's teacher. Betsy goes to kindergarten. Miss Frautschi teaches first grade, so she's my teacher. There she goes now. 'Hello, Miss Frautschi'. She's got her grip, guess she's goin' to Houghton to see the show. Wish I was a teacher and had a pay-day, too."
- Ill. IV. "My mama says, 'Now don't play on the way', so we is doin' right straight to kindergarten. Miss Grimshaw will say, 'O you dear little babes, come right in and find your little chairs.' She is so nice, she likes every one in Mondovi 'cept the cows an' the girl across the street who plays 'Ripplin' Waters'."
- Ill. V. "Ugh! Injun boy me—live in West De Pere, Wis. Fox River she's here—big water. Green Bay, Oneida Reservation not far away. We live dare once, come here school—Miss Lewis, she's no like dose red haired twins—berrer'n me. She knows heap—teach us how read."
- Ill. VI. "Miss Decker calls me her wiggler, but that's not my name. My name is Billy and there are fifty-one like me in our room, its the first grade. Fifty-one and one makes fifty-two, that's just as many times as Miss Decker has to go to Sunday school in a year, I guess, cause she lives at the minister's house. We were dreadfhilly 'fraid this winter when Miss Decker was ill, that she would never come back. Then she couldn't fix her mouth funny and tell us 'What Willie Wharton was whistling while he wheeled a white wheelbarrow'."



- Ill. VII. "Leonard and me is going over to Mrs. Noyes'. Mama said not to leave the yard, but she'll be so su'prised when Leonard sings just like Miss Erhard and I play like Miss Liver. She's the beautifulest player. She lifts her hands so high an' 'nen you just ought to hear the music. She's awful funny too. I guess it's couse she knows so many funny stories. She laughs all the time, even when Miss Erhard wants to go for the mail every morning before kindergarten. But Miss Erhard doesn't care if you laugh. I did once and she hugged me when no one wasn't lookin'".
- Ill. VIII. "Miss Byrne was our kindergarten teacher here in Manitowoc until Christmas time, and we were all sorry to have her go to Nekoosa, Wis. Mr. Luehr gave us a splendid new sand table because Miss Byrne asked him to. We hope she will come back some time and take us to the parks again. She tells us what the trees and flowers would like to say."
- Ill. IX. "Miss Van Hale lived here in Mauston when she was a little girl, but now she teaches our kindergarten. When I grow up I'm going to wear white waists like Miss Van Hale, and have clean hands and shiny nails like hers. I'll sit up straight and grow very tall, then perhaps I can go to Menomonie, where they do nothing but learn things. Perhaps I could learn to teach Kindergarten the way she does."
- Ill. X. "I live in Brookings, S. D., and I'm in the first grade. Miss Hurlbert is my teacher, and she is coming back next year, too. I guest she must like us."
- Ill. XI. "If you ever come to Iron River, Wis., you must visit our first grade, Miss Eggleston likes company as well as we do. I'm glad she didn't go to that big city to be a kindergarten supervisor, cause we like to have her tell us the names of birds and funny bugs. She knows the most birds and isn't afraid of worms."
- Ill. XII. "I go to school in the grades at Merrilan Junction. I have a new dog. My, but he's cute. He has four legs, one at each corner of his body. Miss Neuman says he is just like me, into everything. Miss Neuman has been our teacher since Christmas. Before that she taught in Minot, S. D. She visits very often in Menomonie. I guess she has relatives there, Mother said, 'Maybe a cousin'."
- Ill. XIII. "I'm all tired out. This thing of getting an education isn't so easy. I live in North Menomonie and Miss Fenton is my teacher. First we had kindergarten all day, then just in the morning, cause Miss Fenton had to help Miss Brown, she's the first grade teacher. Now it's changed again, and we have kindergarten in the afternoon so that Miss Fenton can stay at Central in the morning."
- Ill. XIV. "I'm learning ever so many things in Miss Maurer's kindergarten. She says she likes Marshfield, Wis., just as well as Menomonie, so I guess she'll come back."
- Ill. XV. "Miss Drowatzky came way out here from Wisconsin to teach school in Con-  
conully, Wash., and we're real glad she did. We don't think she'll feel the cold so badly next year up on these mountains, so we hope she'll come agnin'."



III. XVI—"I'm only a little bird, but listening to what these tots have said makes me feel that I've something to tell too. Living in a tree on the Institute grounds, I naturally hear considerable talking, and strange to relate, the kindergarteners are mentioned at times. I've heard that a Training School in Valley City, N. D., is fortunate enough to have Miss Portman in its faculty, and that she was enjoying her work. I never could repeat the numerous lamentations I've heard regarding Mrs. Bradford's absence, here in Menomonie. Exclamations such as these: 'Lucky Whitewater'.—'Mrs. Bradford would be just the woman to take charge of that.'—'We could get information from Mrs. Bradford, if she was here.'—'Mrs. Bradford has a copy of the very book you need'—lead me to believe that Menomonie realizes to late, what it has lost. Thinking of Mrs. Bradford reminds me of Miss Binzil, I always associate these two. I heard, about a month ago, that she couldn't be happier anywhere than in Provo, Utah, where she is Supervising work in a training school, and that freedom, appreciation, responsiveness to her wishes, and good equipment, had made her year most pleasurable. We hope that each year will find the class of 1909 and its faculty as pleasantly situated as the year 1910 has."

#### CLASS ROLL

Hazel Arnold, teacher, Niagara, Wis.  
 Ruth Byrne, teacher, Nekoosa, Wis.  
 Della Decker, teacher, Hudson, Wis.  
 Sadie Egleston, teacher, Iron River, Wis.  
 Gwendolyn Fenton, teacher, Menomonie, Wis.  
 Alice Frautschi, teacher, Chassel, Mich.  
 Bonnie Grimshaw, teacher, Mondovi, Wis.  
 Cora Hurlbert, teacher, Brookings, S. D.

Marie Huntsman, teacher, Chassel, Mich.  
 Agnes Lewis, teacher, West De Pere, Wis.  
 Elsie Maurer, teacher, Marshfield, Wis.  
 Ruth Morrison, teacher, Rice Lake, Wis.  
 Iva Liver, teacher, Menomonie, Wis.  
 Pearl Neuman, teacher, Merrillan Jct., Wis.  
 Ella Drowatzky, teacher, Conconully, Wash.  
 Bessie Van Hale, teacher, Mauston, Wis.

#### EXTRACTS FROM MY JOURNAL

Mrs. Alma L. McMahon, D. S. 1904

Sept. 7—Today I obtained my first impressions of the little city on Lake Menomin. The tall clock tower, the dignified outlines of the school buildings, their commanding situation and massive appearance all combine to awaken a sense of awe. The high school assembly room is one of the most artistic rooms of the kind that I have ever seen; the suite of rooms occupied by the art department is most delightful, and the Mabel Tainter Memorial seems to me a veritable poem in stone.

Sept. 14—Enrollment Day. Of the twenty-one who enrolled in the new Training School for Teachers of Domestic Science, five bring credentials that will enable them to graduate next June. The opportunity to earn my tuition by teaching two high school classes in geometry has been offered me. I have accepted, the work to begin next Monday.

Oct. 20.—I recently discovered the kindest milliner. She remade my last winter's hat so skillfully that it is as good as new. I shall write her name in my memory book.

Nov. 1—This afternoon I took a walk with Mrs. B. through Paradise Valley. We



scaled the cliff, climbing up close beside the waterfall; our feet were wet, but we felt repaid for the effort.

Nov. 28—Last evening, Miss Day entertained her assistants and her students at progressive fishing. After the fishing we had conundrums, the answer to each being a kind of fish. The prize for the best list of answers went to Miss Hansis. The girls' gowns were pretty, the refreshments delicious, and the whole evening delightful.

Dec. 6—A food sale was held today by the Domestic Science department of the Agricultural school. A weekly sale of this kind would help me to make my light housekeeping much lighter, as everything they sell is of the highest quality.

Jan. 23—The goods for my commencement gown came yesterday, as the merchant charged me only the cost price plus the expressage, I shall write his name with that of Miss—the milliner, in my memory book.

Feb. 15—We Domestic Science students gave a valentine party yesterday p. m., in honor of our teachers and the faculty and students of the Kindergarten Training School. After an hour at 'hearts', we were served with a four course dinner. The rooms were appropriately and tastefully decorated, and the heart-shaped place cards were suitably inscribed. Altogether it was a great success.

March 12—Today Mrs.—and Miss—entertained at a luncheon in the parlors of the Memorial. Everything seemed just perfect, and to me it was an occasion to remember.

April 16—Last evening the high school seniors entertained their teachers and the juniors. Owing to too heavy work, I regretfully gave up their geometry classes at the end of the first semester, yet they were so good as to invite me to their party. The tables were decorated in purple and white and charming place cards painted in water colors served as souvenirs of a really artistic affair.

May 13—Today we seniors of 1904, prepared and served a three course luncheon to ten gentlemen, six of whom were members of the school board of La Crosse. We had mashed potatoes with breaded veal cutlets, bread and butter and coffee, mixed vegetable salad with wafers, sherbet and cake. It fell to me to cook the meat and make the coffee. When our guests had departed, we had a jolly meal ourselves, with Miss Day presiding. Though we were all tired, it was a very pleasant occasion.

May 20—We Domestic Science students picnicked this afternoon, about eight miles from town. The ride over the hills and through the woods was a genuine delight. A pleasant afternoon, a delicious supper, and a return trip over a different route all combine to make it a memorable outing.

June 10—The graduating exercises of the three Training Schools were held last evening at the Memorial. Today, Superintendent and Mrs. Harvey held a reception for the graduates in their home, and tomorrow Miss Day will entertain the Domestic Science graduates at luncheon.

After a few days rest, a last row up Wilson Creek and a farewell walk to Paradise Valley, I must say good-bye to Menomonie, one of the most unique and charming towns in the dear old Badger state.



## CLASS ROLL

Nina Lowater, Instructor, High School, Rock Elm, Wis.

Mrs. Alma W. McMahon, Director, Elementary Manual Training, Iowa State Teachers College, Cedar Falls, Iowa.

Alice M. Hodge, Demonstrator, North Yakima,

Wash.

Anna Schurtz, Supervisor Domestic Science in Public Schools, Calumet, Mich.

Helen Schurtz, Instructor Domestic Science and Art, Ironwood, Mich.

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## DOMESTIC SCIENCE CLASS OF 1905

### CLASS ROLL

Pearl L. Bailey, Supervisor Domestic Science, Public Schools, Director Domestic Science, St. Paul Institute of Arts and Sciences, St. Paul, Minn.

Louisa Christianson, Director Domestic Science and Art, Public Schools, Lead, S. D.

Marie Christianson, Supervisor Domestic Science and Art, Public Schools, Nephi, Utah.

Jessie Clark, Demonstrator, Madison, Wis.

Florence J. Daggett, Supervisor, Domestic Science and Art, Public Schools, St. Joseph, Mo.

Edith A. Dahlberg, Director Domestic Science and Economy, County Agricultural School, Marinette, Wis.

Hattie Dahlberg, Director Domestic Science and Economy, Marathon County Agricultural School, Wausau, Wis.

Mabel Dickinson, Newspaper Reporter, Fond du Lac, Wis.

Nellie W. Farnsworth, Director Domestic Science and Art, State Normal, Valley City, N. D.

Lou M. Gallaway, at home, Hood River, Ore.

May Hansis, Instructor in High School, Birmingham, Ala.

Ruth F. Heller, Director Domestic Science and

Economy, Winnebago County Agricultural School, Winneconne, Wis.

Margaret Johnston, Supervisor Domestic Science and Art, Public Schools, Waukegan, Ill.

Madge Lesure, Mrs. Guy M. Johnson, Traverse City, Mich.

Alice F. McKay, Mrs. Thomas Hedge, Jr.; 510 North St., Burlington, Ia.

Martha Meiklejohn, Mrs. A. W. Kendall, 1010 Ridge Ave., Rockford, Ill.

Ruth E. Michaels, Director Domestic Science and Art, State Normal School, Mt. Pleasant, Mich.

Emily Newsom, Mrs. Sam Wilson, Menomonie, Wis.

Eva Richards, Director Domestic Science, Public Schools, Valley City, N. D.

Jeanette Steendahl, Assistant Domestic Science, State Agricultural College, Fargo, N. D.

Louise Streckenbach, Teaching, Public Schools, Jackson, Mich.

Sara Porter Strong, Instructor Domestic Science, 239 Amity St., Flushing, Long Island.

Sarah L. Tudhope, Mrs. John Howells, Kansas City, Mo.

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## DOMESTIC SCIENCE CLASS OF 1906

### CLASS ROLL

Mabel Adams, Director Domestic Science and Art, Public Schools, Billings, Mont.

Mrs. Marion Arnold, Director Domestic Science and Economy, 3317 Colby Ave., Everett, Wash.

Nelle E. Babcock, Instructor Domestic Science and Art, Public Schools, Lincoln, Nebr.

Edith Bemis, Mrs. Frederick Andrew Potts, Empire, Canal Zone.

Erica Christianson, Director Domestic Science and Elementary Manual Training, Ortonville, Minn.

Nina Dana, Director Domestic Art, Central High School, St. Paul, Minn.



Amy R. Gott, Supervisor Domestic Science and Art, Public Schools, Escanaba, Mich.

Mrs. Margaret Gray, Menomonie, Wis.

Grace M. Harden, Mrs. Peter M. Anderson.

Mabel Holthoff, student Ripon College, Ripon, Wis.

Ruth Hood, Assistant Domestic Science and Art, Public Schools, 99 Grand Ave, Bellevue Alle-

gheny, Pa.

Cornelia Moran, Supervisor Domestic Science and Art, Public Schools, Waterloo, Ia.

Madge Nott, Assistant Domestic Science and Art, Public Schools, 8 E. 9th Ave. N. S. Pittsburg, Pa.

Edna Steves, at home, Menomonie, Wis.

Clarice Weinfeld, at home, Eau Claire, Wis.

Martha Whitham, Caterer, Platteville, Wis.

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## DOMESTIC SCIENCE CLASS OF 1907

All members of the class request that the class letter be started again and suggest that our class president start it.

### MARGARET PATTISON

#### CLASS ROLL

Nellie Tucker Adams, Supervisor Domestic Science and Art, Public School, 952 13th St. Douglas, Arizona.

May L. Ames, Supervisor, Domestic Science and Art, Public Schools, St. James, Minn.

Ann Blackburn, Director Domestic Science and Art, Winona Seminary, Winona, Minn.

Lynne Gagnon, Supervisor Domestic Science and Art, Public Schools, 447 Carney St., Marinette, Wis.

Lucy Gleeson, Mrs. E. P. Christianson, Two Harbors, Minn.

Marion Ingalls, Supervisor Domestic Science and Art, Public Schools, Hibbing, Minn.

Augusta John, Supervisor Domestic Science and Art, Public Schools, Houghton, Mich.

Florence Lander, at home, Beaver Dam, Wis.

Veda McGillivray, Supervisor Domestic Science and Art, Public Schools, Escanaba, Mich.

Elizabeth Pugh, Director Domestic Science and Art, State Industrial School, Rustin, La.

Martha Schedler, Mrs. Chas. Lingeback, Oconto, Wis.

Elizabeth Sulton, Director Domestic Science and Art, State Normal, Cape Girardeau, Mo.

Edith Watts, Assistant Domestic Science and Art, Public Schools, Milwaukee, Wis.

Barbara Sweet, Director Domestic Science and Art, State School of Science, Waupeton, N. D.

Wilhelmina Spohr, Assistant Domestic Science, and Art, Stout Institute, Menomonie, Wis.

Carrie Young, Deceased.

Jean Warden, at home, Menasha, Wis.

Margaret Pattison, Supervisor Domestic Science and Art, Public Schools, Stanley, Wis.

Lettie Snively, Instructor Domestic Science, Wendell-Phillips High School, 32 5th St. S. Park Ave. Chicago.

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## DOMESTIC SCIENCE CLASS OF 1908

### AN INTERESTING EXTRACT FROM A PARIS LETTER

A short time ago I received a letter, part of which I am sending you, Alma Mater, thinking perhaps it might be of as much interest to you as it was to me.

Paris, France, Jan. 3, 1910.

Dear Friend:

It has been a few days since I last wrote you but I have thoroughly enjoyed my week's stay here in Paris, as much if not more than all the other visits I have made in England and



Germany. Paris is so entirely foreign in its life, atmosphere and surroundings that you cannot help entering into the very spirit which pervades this gay city.

Last night while walking down the Rue de l'Opera we dropped into a moving picture show, took seats near the back and watched the different passing scenes which were thrown on the screen. Then the title of a picture appeared, "A Glimpse into One of America's Famous Schools", and we at once became interested, for anything American was worthy of attention.

The first picture showed the upper hall of a building (no doubt the school) with floor of tile and stairs of slate. At first all we could see was a mass of girls, coming up and going down the stairs while others simply stood against the side walls, evidently looking on or else stationed there for some purpose, perhaps to hold up the walls, at least they did not move on. But the others embraced each other and one could almost hear their exclamations of delight, evidently they knew each other better than the "wall flowers" did and had first met after an absence.

At the head of the stairs was a small room, and looking in through the glass door could be seen bookcases, in the center of the room a desk over which hung an electric light and at which sat a woman, very dignified and with a great deal of beautiful auburn hair. This room must have been an office of some sort and the woman a person of some note for the girls went into the room and came out one at a time.

Another door to the right of this room stood open and in black letters on the glass of the door were the words "Sewing Room." In here sitting at small tables were more girls, some talking earnestly, some not saying a word but wearing a very doleful, lost expression as if they had strayed from home and away from mother. Click! and the second picture came to view.

This was an inner view of the same Sewing Room, and so much paper everywhere, on the floor as well as on the tables. And girls working like mad with queer kinds of measures and pencils, drawing lines, making creases and sticking in pins and finally one girl held up to view a paper affair which partly resembled a half of a shirtwaist with one sleeve pinned in. Someone standing on a tippy stool was vainly trying to look into a top drawer in one corner of the room.

Again another picture was thrown on the screen but this time the room was different. There were tables, six of them, but they were larger and on each a small gas stove,—a kitchen no doubt, and such hustle and bustle. The menu for a banquet was written on a blackboard and this was consulted by groups of girls. Two girls carrying a large crock came into the room from a door at one end of the kitchen and set this crock on one of the tables. All held their noses while it was uncovered and a spoonful of the contents taken up and examined closely. It looked like pickles but their faces took on a crawly expression and the cover was clapped on again in short order.

The woman with the auburn hair seemed to preside in this room, yet at times another person appeared on the scene, a woman who wore a checked gingham apron, had a pale, tired expression of utter dejection and who always carried a broom and dustpan.

The last picture was the best, a chemistry laboratory, full of cases of bottles as well as bottles on racks. Girls again! But this time they wore the look of martyrs to a noble cause



and a vacant, unintelligent expression prevailed their faces, at least most of the faces. They were perched upon stools with notebooks and pencils in hand while the woman at the blackboard in front of them was writing down queer things—figures, letters, lines joining other figures and letters, parentheses, plus signs and much more. One thing after another she wrote, here and there a word and this with all speed imaginable, then with one sweep of the eraser they were gone and the vacant look was still present on the faces of the young ladies. But they arose from their stools, donned aprons and set to work, combining queer mixtures, then running around the room in search of something and very often stopping to converse with one another. At times, especially when they opened cupboards in the lower part of the desks at which they worked, they made dreadful faces as if a “disagreeable, penetrating odor” came from somewhere inside. One thing seemed queer, at least for students, for some of the young ladies appeared to be doing nothing at all but sitting on a stool, holding a test tube and chewing gum.

Well this is enough for the moving pictures and I must hurry on with my letter so as to tell you all I have seen and done. Yesterday we visited one of the large cathedrals and I certainly wish you might—

### CLASS ROLL

Venla Blaisdell, Mrs. Harold Webster, Milwaukee, Wis.

Kittie L. Bishoff, Supervisor of Domestic Science, Public Schools, Ashland, Wis.

Ester W. Carlsted, Assistant Domestic Science, Public Schools, La Crosse, Wis.

Elizabeth Dodson, Supervisor Domestic Science, Public Schools, Ely, Minn.

Myranda Evjen, Supervisor Domestic Science, Public Schools, Colerain, Minn.

Theo Fenton, Assistant Domestic Science, Public Schools, Columbus, O.

Alice Fruit, La Crosse, Wis.

Irma Gorton, Assistant Domestic Science, Public Schools, Allegheny, Pa.

Elisabeth Graham, Director Domestic Science, Public Schools, Burlington, Ia.

Anna Kramer, Menomonie, Wis.

Clarabelle Marsh, Supervisor Domestic Science,

Public Schools, Bayfield, Wis.

Florence Moore, Director Domestic Science, Public Schools, Viroqua, Wis.

Anna McMillan, Assistant Domestic Science, Stout Institute, Menomonie, Wis.

Josephine Moran, Supervisor Domestic Science, Public Schools, Sheldon, Ia.

Katharine Moran, Teacher Domestic Science, Industrial School, Arden, N. C.

Caroline Morterud, Teacher Domestic Science, Grand Haven, Mich.

Blanche Newton, Assistant Domestic Science, Public Schools, Madison, Wis.

Elizabeth Perkins, Director Domestic Science, Public Schools, Chippewa Falls, Wis.

Ethel Strong, Menomonie, Wis. (Stout Institute.)

Matilda Wasch, Teacher, Onolaska, Wis.

Amy Wearne, Teacher Domestic Science, Calumet (Laurium), Mich.

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### DOMESTIC SCIENCE CLASS OF 1909

#### A REVERIE

Spring weather always brings on a drowsiness that sets me dreaming, but when these dreams bring happy thoughts, the minutes do not seem wasted. With the picture of forty-five



blue clad Seniors certain words and phrases connect themselves. "Eats" stands out foremost. Did anyone ever serve so many luncheons, dinners and banquets as we? All sizes and varieties they were from a business men's lunch that we didn't know about until eleven fifteen to that memorable Woman's club dinner. When no one called upon us, we chose to treat ourselves well. The dinner to Section Two with good things to eat served by sweet dispositioned Juniors is still clear before me. The Toastmistress calls for "the one thot" and up gets Peggie with quiet dignity—not a smile—and says "B. Coli." Every toast is equally clever and after a little chat we all are off for the Kindergarten room. Girls, Miss Day is dancing; first time we have ever gotten her to join us. Frances, your music is fine tonight but everyone has decided that after one more good Virginia Reel we must go home. In the background as a faint shadow peeks forth the memory of a biology exam on the morning of that day. My thoughts pass on to Easter bonnets, thesis outlines, and then vacation.

It is during this time that we lost Betty, but her dear memory still remains.

Then I see "Uncle Si hat" invitations to a hayrack party. They are causing a good deal of excitement in the cooking class. It is to be Saturday, of course we can all go. A decidedly warm Saturday it is, so Frances Oliver and a few others are rushing from store to store asking for big straw hats (twenty-five cent one) to protect their sisters from the sun.

"Hurry girls, get in" is heard from every side and there is a grand scramble up into those hay racks until Jessie Oliver appears to save the day with the little ladder we used in Miss Seymour's closet. We are started, Mrs. Hobbs holding the seat of honor in the middle of load one. The greatest joy, however, is the sight that greeted us upon our arrival. There are long tables fairly groaning with good things that we all feel ready for. This time no one is slow about "drawing up her chair." Miss Spohr I believe it is passing her plate back for more chicken and gravy. "Lucile have you counted how many biscuits with honey you have had?" "Baked beans" did you say Bunch?" "Thank you, yes, I will have a little more coffee." With a groan and an "oh, wasn't everything good" we are managing to leave the table. Now for a little exercise is everyone's lament. The post card shop draws us in by its window display and soon we are sending message to Miss Day telling her what she is missing. That ice cream parlor, girls, with the penny ice cream cones! Brightie bought me this chocolate one and I can't even put it down while we are having our picture taken.

"Everything ready to start back", says Mr. Driver so we have to tear ourselves away. Such a blessing as this little ladder is now after that dinner. Sunburn or dust does not matter when the 1909 Stout Senior girls are having one of their last good times together.

Three rings! No more dreams now. A class of twenty-four youngsters is filing in and cream of tomato soup is our menu.

## CLASS ROLL

Ethel Anderson, Teacher Domestic Science, State School, Sparta, Wis.

Frances Beck, Assistant Domestic Science, Public Schools, 145 W. 8th Ave., Columbus, Ohio.

Cora B. Burdick, Director Domestic Science College, Deer Lodge, Mont.

Bessie A. Chamberlain, Supervisor Domestic Science, Public Schools, Antigo, Wis.

Brightie E. Considine, Supervisor Domestic Science, Public Schools, Great Falls, Mont.

Genevieve Davis, at home, Abilene, Kans.

Mildred D. Devereau, Assistant Domestic Science,



Public Schools, 2321 Colby Ave., Everett, Wash.

Cliffie S. Englebreton, Director Domestic Science,  
State Industrial School, Frankfort, Ky.

Anna V. Farwell, at home, Dodgeville, Wis.

Nellie Fitzgerald, Director Domestic Science and  
Economy, Dunn County Agricultural School, Me-  
nomonie, Wis.

Jennie Goessling, Director Domestic Science,  
State Normal School, Springfield, Mo.

Elizabeth Hogan, Deceased April, 1909.

Helen M. Hooley, Director Domestic Science,  
Public Schools, Hattiesburg, Miss.

Hellen E. Hough, Supervisor Domestic Science,  
Public Schools, Argyle, Minn.

Emily J. Ingram, Student Stout Institute, Post  
Graduate Work, Menomonee, Wis.

Jessica P. Jackson, Director Domestic Science,  
Public Schools, Fort Smith, Ark.

Anna C. Jensen, Supervisor Domestic Science,  
Public Schools, Negaunee, Mich.

Edna M. Klumb, High School Instructor Domest-  
ic Art, Topeka, Kans.

Margie Looney, Supervisor Domestic Science,  
Public Schools, Two Harbors, Minn.

Edith R. McDowell, Supervisor Domestic Science,  
Public Schools, Dillon, Mont.

Margarite L. McLean, Director Domestic Science  
in playground movement, 209 W. Craig St., Pitts-  
burg, Pa.

Esther Moran, Assistant Domestic Science, Pub-  
lic Schools, 574 Dayton Ave., St. Paul, Minn.

Grace E. Moreland, Supervisor Domestic Science,  
Public Schools, Hayward, Wis.

Frances M. Oliver, Supervisor Domestic Science,  
Public Schools, Ontario, Cal.

Alice C. Patterson, Dietitian, Knowlton Hospital,  
Milwaukee, Wis.

Lucile W. Reynolds, Director Domestic Science  
and Economy, La Crosse County School of Agricul-  
ture, Onalaska, Wis.

Laura Riley, at home, Chippewa Falls, Wis.

Lillian L. Ristow, Assistant Domestic Science,  
State Science School, Wahpeton, N. D.

Lillian Royce, Supervisor Domestic Science, Pub-  
lic Schools, Ogden, Utah.

Blanche W. Taft, Instructor High School, Do-  
mestic Art, Appleton, Wis.

Emily M. Thomas, Supervisor Domestic Science,  
Public Schools, Glencoe, Minn.

Jessie L. Thuerer, Instructor Domestic Science,  
High School, Manitowoc, Wis.

Nellie Warner, Instructor, School for Dependent  
Children, Milwaukee, Wis.

Ethel U. Wyatt, Assistant Domestic Science,  
Public Schools, Burlington, Iowa.

Nora Qaudke, Supervisor, Domestic Science,  
Public Schools, Sheboygan, Wis.



## THE AFTERWORD

Now, gentle reader, since you have perused the book and are ready to criticize, let me remind you, in behalf of the Annual Board, that we are but common mortals and subject to common error and mistake; that we have labored under difficulties unknown to most of you.

If you have read something that pleased you, laugh; if you have been "hit", laugh anyway, for all that has been said was done so with malice toward no one.

If you are a Senior, keep "mum", for it is your publication, you are responsible for its success or failure as much as we are. If you are a Junior, say nothing, for it is in your hands the responsibility will be placed next year. If you belong to the Alumni or general public, be merciful, for we have done our best.

THE EDITOR.

**FINIS**  
EJH



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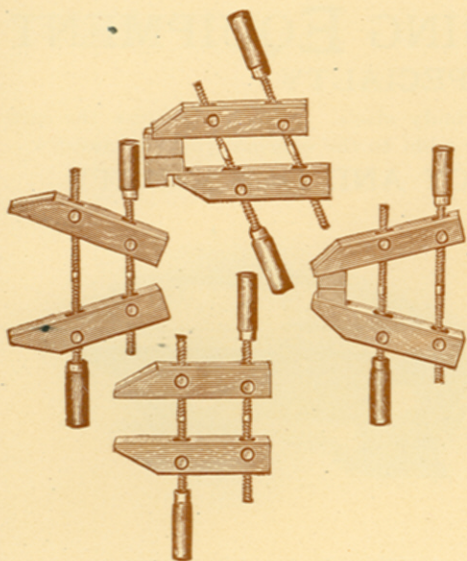
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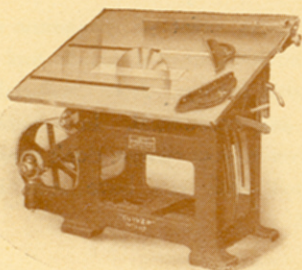
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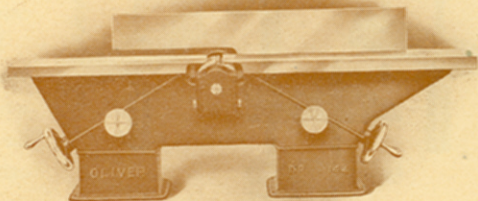
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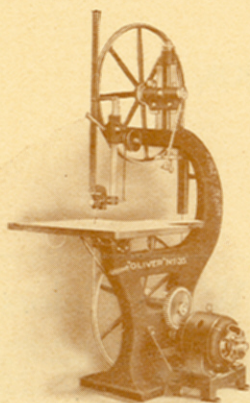
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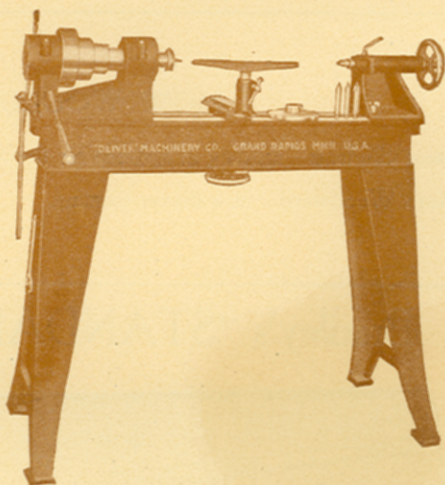
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